DOCUMENT RESUME

ED 261 371 CS 209 178

TITLE Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Grade 2, Levels EF.
INSTITUTION Chicago Board of Education, Ill.
PUB DATE 81
NOTE 266p.; For guides for Kindergarten and grades 1, 3, and 4, see CS 209 176-180.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Curriculum Guides; Elementary School Curriculum; *English Curriculum; *English Instruction; Grade 2; *Language Arts; *Listening Skills; Primary Education; Speech Instruction; *Speech Skills; Verbal Communication; Writing Instruction; *Writing Skills

ABSTRACT

The third of five volumes, this guide for second grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units on writing: fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261371

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BEST COPY AVAILABLE

CURRICULUM GUIDE IN COMMUNICATION ARTS for THE ELEMENTARY SCHOOL in LISTENING, SPEAKING, AND WRITING

Board of Education
City of Chicago

GRADE 2

LEVELS EF

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Gerard J. Heing

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 209 178

CURRICULUM GUIDE IN COMMUNICATION ARTS

FOR THE ELEMENTARY SCHOOL

LISTENING, SPEAKING, AND WRITING

GRADE TWO

RUTH B. LOVE

General Superintendent of Schools

BOARD OF EDUCATION

CITY OF CHICAGO

Copyright 1981
Board of Education of the
City of Chicago
Chicago, Illinois

CONTENTS

Preface v

Acknowledgment vii

Introduction ix

Listening 1

Attentive Listening 3

Informational Listening 12

Critical Listening 33

Recreational Listening 56

Speaking 71

Mechanics of Speaking 73

Ability To Communicate Orally 97

Communication Techniques 117

Methods of Delivery 139

Writing 149

Fundamental Skills 151

Practical Writing 203

Creative Writing 230

Appendix 247

Elementary School Time Distribution for Language Arts 249

A Language Arts Checklist for Elementary Teachers 250

Chicago Public Schools Handwriting Certificate 251

Bibliography 253

PREFACE

The phrase "back to basics" permeates the educational arena. Throughout the nation, emphasis is being placed on the improvement of communication skills, especially that of writing. In order to accomplish this goal, however, all areas of the language arts must be developed. This guide is an attempt to integrate all four language arts areas: listening, speaking, reading, and writing. This integration of skills is vital if effective communication is to be characteristic of today's society.

Concerted efforts have been made to enhance the language arts program by the Chicago public schools. The development of this curriculum guide is the result of many years of intensive work. In the initial stages, a steering committee composed of coordinators, administrators, teachers, and students was formed to identify problems and concerns related to the language arts curriculum. In subsequent research and development, direct feedback from the schools was analyzed to assure the content validity of the communication subskill objectives contained in this guide.

Compiled in this publication is a language arts program stated in behavioral objectives that identifies language arts skills considered essential for competent communication. This guide provides a foundation for a classroom language arts program. This foundation will enable the appropriate staff to utilize materials and strategies for teaching language arts in an efficient and organized manner. The guide delineates specific language arts subskills which should be taught and/or reinforced at the appropriate grade.

As the learners progress through the language arts program of instruction, they gain basic communication skills that will assist them in reaching their fullest potential of academic excellence in all curriculum areas.

Note

Levels indicated in this publication corresponds to grades as follows:

Level	Grade
EF	Grade 2

ACKNOWLEDGMENT

OFFICE OF EDUCATION SERVICES

Alice C. Blair
Deputy Superintendent

DEPARTMENT OF CURRICULUM

Gerard J. Heing
Assistant Superintendent

BUREAU OF LANGUAGE ARTS

Mattie Claybrook Williams
Director

BUREAU OF MANAGEMENT, PRODUCTION,
AND DISTRIBUTION

B. Barton Gallegos
Director

COMMITTEE ON COMMUNICATION ARTS*

Mary Kelly Dowd, IRIP Resource Teacher, Lafayette Elementary School
Marcella Gillie, IRIP Resource Teacher, Fernwood Elementary School
Lolita Green, Coordinator, Hyde Park Career Academy Project
Margaret M. McMaster, Coordinator, Bureau of Language Arts
Mary Meike, Teacher, Edwards Elementary School
James Menconi, IRIP Resource Teacher
Dolores Perez, Reading Improvement Coordinator, District 8
Norma Pug, Student, DuSable High School
Lynn Stinnette, English Department Chairperson, Bowen High School
King Weiss, Teacher, Jamieson Elementary School

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, national origin, religion, age, handicap unrelated to ability, or sex in its educational program or employment policies or practices.

*Titles listed indicate positions held at the time of the preparation of this publication.

INTRODUCTION

A Design and Approach to the Teaching of the Language Arts

The Curriculum Guide in Communication Arts provides an outline of skills in listening, speaking, and writing. It has been designed to integrate, support, and extend the learnings of children who participate in the Chicago Mastery Learning Reading Program, a total basal reader program, a literature program, and/or any other reading program in which the student is participating.

A learner-centered, skill-oriented approach to the teaching of the communication arts is presented in this guide. The skills outlined direct learners to a mastery of the communication arts. Supportive teaching strategies and resources are presented to aid teachers in developing a program which will respond to the instructional needs of learners.

The communication arts guide is comprised of nine books. Each book is composed of three strands--listening, speaking, and writing. Each strand offers a complete program; however, many skills particular to a certain strand may be taught and mastered at one time through an integrative approach. Within each strand there is a breakdown of the subskills appropriate to each area. These subskills are presented in the following order:

> Listening, consisting of the subskill strands for attentive listening, informational listening, critical listening, and recreational listening.
>
> Speaking, consisting of the subskill strands for mechanics of speaking, ability to communicate orally, communication techniques, methods of delivery, and style.
>
> Writing, consisting of the subskill strands for fundamental skills, practical writing, and creative writing.

These subskills are fundamental to the learner's success in attaining competency in the communication arts. For each of these subskills, specific objectives are stated in behavioral terms. The objectives for each subskill progress from the fundamental to the advanced.

A section correlating key reading skill items in the reading guide to the objectives in the communication arts is included. Much of this cross-referencing indicates the conceptual process into which the skills are organized.

Suggestions for teaching strategies and/or classroom activities accompany the objectives. These focus upon mastery of the subskill stated in the objectives. Additional teaching/learning strategies found in textual, nontextual, and reinforcement materials may be provided by the teacher on the bottom section of each page. This easy reference device assists teachers in coordinating their materials with the guides. In each instance, a means of determining mastery of the objective is stated in behavioral terms as the criterion for mastery.

Interrelationship of the Communication Skills

Language arts is the basis of communication in all areas. It is the vehicle of expression and the tool of impression by which we acquire knowledge. In understanding and communicating ideas in any phase of the curriculum, the language arts are used.

The listening, speaking, reading, and writing facets of the language arts program are closely related. Listening and reading are considered the intake of the program (the impression); speaking and writing, the output (the expression). The term language arts represents the fusion of the skills of communication--the impressions and the expression--taught in relation to each other.

The skills outlined in this language arts guide show an interrelatedness of the expressive areas of the language arts. This relationship becomes evident to the teacher and learner alike as instruction in the language arts evolves. The learner begins to realize and understand that what he/she is able to hear or speak he/she is able to read or write. And the teacher sees an integration of skills as he/she teaches certain skills or experiences in the language arts. Listening, speaking, reading, and writing all involve common experiences, observations, and thinking skills.

The advantage of breaking down these skills into specific strands and subskills is to delineate those skills involved in attaining proficiency in the language arts. As a whole program, these skills feature abundant experiences in the impression (listening and reading) and the expression (speaking and writing) skills of the language arts. They provide ample opportunities for the expression of the learner's innermost feelings, thereby helping him/her to express himself/herself in oral and written communication.

Communication through Listening

Good listening is one of the most important, most frequently used arts and should be developed at all levels of instruction. Every teacher of language arts provides learning situations and experiences which help to develop the listening abilities of the learner.

The four facets or strands of the language arts--listening, speaking, reading, and writing--are so interrelated that no single facet is independent of the others. Therefore, listening experiences are provided within the framework of

the total language arts program rather than in isolation. Special listening experiences devoted to the mastery of particular skills occupy a definite segment of time, but such instruction occurs as an integral part of ongoing learning experiences.

This listening program is based on four major subskills which are fundamental to the learner's success in attaining competency in listening skills. These subskills are Attentive Listening, Informational Listening, Critical Listening, and Recreational Listening. Subskills are categorized according to these four major areas and are stated in terms of behavioral objectives.

Emphasis should be placed on subskills as they become basic to the overall language arts program, since skills in attentive listening, informational listening, and critical listening are pertinent to progress made in speaking, reading, and writing.

Communication through Speaking

Through the speaking program, each learner develops abilities which make speaking an effective means of communication. Varied and meaningful experiences and skills in speaking are provided as a means of fostering a learner's growth in his/her ability to speak and think in a proficient manner. These experiences and skills are emphasized, since the mastery of skills in reading, listening, and writing is to a great extent dependent upon the learner's oral ability and development. The learner and teacher alike become aware of this dependence when the learner's speaking vocabulary becomes a part of his/her reading, listening, and writing vocabularies.

The speaking program evolves from carefully planned experiences integrated with the other facets of the language arts program. Such planning leads to purposeful activities aimed at establishing each learner's competency in the language arts. It also guides the learner toward using friendly, spontaneous oral expression as part of his/her ability to communicate. With practice, the learner will--

participate spontaneously and frequently in classroom conversations and discussions

develop social courtesies and skills essential to discussion and conversation

develop poise and self-confidence in speaking

develop a practical speaking vocabulary

develop the ability to speak effectively

develop originality in expression

develop various means for oral expression.

Experiences and activities should be organized around the five major subskills. These subskills include the mechanics of speaking, which train the learners in acceptable pronunciation, appropriate volume, and vocal flexibility as produced through variations in stress, pitch, inflection, and rate; the ability to communicate orally, which sets the standards and patterns around which acceptable speech is built; communication techniques, which outline the various modes or practices into which oral expression is organized; the method of delivery, which refers to specific means for delivery of oral expression used in common practice; and the styles of oral expression which are commonly practiced. These subskills need special emphasis as part of the complete language arts program in order for the learner to become more competent in oral expression.

Learners with serious speech disorders should be identified and treated by the speech therapist. Learners whose speech patterns differ from those accepted as standard English should receive special help from the teacher within the regular classroom situation. Regional dialects should be respected and should not be confused with incorrect grammar and usage. Every effort should be made to develop a feeling of acceptance and security--to develop genuine support between teacher and learner.

Communication through Writing

Oral and written expression are interdependent. In the beginning stages of written expression, the development of oral readiness is imperative. The spontaneity and natural urge for expression of the primary cycle child serve as a basis for written expression. Therefore, it is important to recognize that practice in oral communication should precede written expression.

The writing program--

provides favorable climate for writing--a friendly, informal classroom atmosphere

provides enriching first-hand and vicarious experiences to build background and to encourage the desire to speak and write

includes systematic, planned instruction in the mechanics of writing

provides motivation for creative expression

provides situations and centers of interest which promote free expression

encourages learners to express their own ideas and experiences

encourages the use of standard English.

Such a program fosters the development of techniques and skills that facilitate expression. It is characterized by daily, purposeful practice determined by individual needs. Many practical situations in the learner's common experiences motivate and require written expression.

Skill-oriented activities delineated in this writing program provide instructional opportunities for the learner. Self-expression in practical writing and self-expression in creative writing are developed by means of these activities.

In building the fundamental skills of written expression, learners receive instruction in grammar/usage, capitalization, punctuation, sentence structure, paragraph structure, vocabulary, and dictionary usage. Spelling and handwriting are included in this segment of the writing program.

The practical writing strand is composed of oral practice and readiness, dictating and recording information, alphabetizing, sequencing, record keeping, outlining information, and letter composition. Its major focus is upon conveying information, summarizing, using correct format, and selecting appropriate content for friendly, social, and business letters.

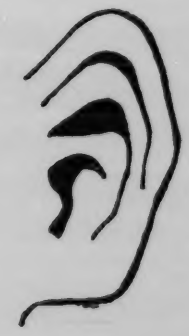
The program of creative writing encompasses oral practice and readiness; original stories, poems, plays, and/or scripts; and sentences, captions, and titles as vehicles for written expression. This program is based upon the theory that in first drafts, the free expression of ideas is more important than the mechanics of writing. Recognition and acceptance of varying interests and abilities of learners help the teacher to guide them toward successful writing experiences. Every effort is made to foster the creativity of the learners and to preserve in each limerick or poem, script or story the

qualities which make it original. This presupposes that the teacher will resist any impulse to substitute his/her ideas for those of the learner because he/she is more interested in meeting correct standards than in what the learner writes.

In fostering creative writing ability, the teacher's contributions include reading good literature to the group, providing real and vicarious experiences upon which to build, and allotting sufficient time for reflection and discussion before asking for written interpretation. These aids to growth, surrounded by an atmosphere of freedom and acceptance, allow learners to share inner feelings and reactions through written and oral expression.

Listen for dear honor's sake,
Goddess of the silver lake,
Listen and save.

John Milton



LISTENING

Skill Listening Level EF

Subskill Attentive Listening: Responsibility of Listener Objective No. 1

Objective Given oral directions, the learner will follow the instructions.

Cross Reference to Reading Objectives EW1, EC8, EL4, EL19, EL22, EL24, FC18, FC22, FL2, FL10, FL16, FL18

Teaching/Learning Strategy

Direct the learners to listen to directions for completing a task. Play a recording of soft background music while giving instructions for a simple game or activity.

Plan a simple art project. Initiate the lesson while a neighboring class is experiencing a floor recess period. Open the door if the noise level is not excessive; then explain the directions. Direct the learners to complete the project.

Take the class to a fairly secluded area of the playground during recess period. Explain the directions for playing a simple game. Allow time for the activity.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill **Listening** Level **EF**

Subskill **Attentive Listening: Responsibility of Listener** Objective No. **2**

Objective **Given a program, the learner will listen and respond appropriately.**

Cross Reference to Reading Objectives **EC2, EC6, EC8, EC21, EL3, EL23, EL29, FC11, FC18, FL3, FL16, FL21**

Teaching/Learning Strategy

Emphasize courteous listening habits and direct the learners to listen to an entire selection before responding courteously.

Review the rules for "good listeners" (Objectives AB-1 and AB-3). Place the rules on a chalkboard or bulletin board and discuss them with the learners.

Create or utilize audience situations in which the learners need to listen, such as--

concerts	movies	skits
assemblies	plays	performances

Lead the learners in a discussion of the listening situation and appropriate forms of audience response.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — *Level* EF

Subskill Attentive Listening: Responsibility of Listener — *Objective No.* 3

Objective Given an oral selection, the learner will ask pertinent questions.

Cross Reference to Reading Objectives FL20

Teaching/Learning Strategy

Establish a positive questioning atmosphere in the classroom by doing the following:

- Require learners to listen to questions asked by their peers.
- Present lessons or directions and then ask if there are questions.
- Indicate that the learners should not ridicule or laugh at another's mistakes or questions.

Display a picture of something very unusual, such as a foreign country, unfamiliar food, costume, or animals. Do not identify the subject. Encourage the learners to ask questions to determine the value of the object.

Invite a guest speaker from the community to talk to the class. Encourage the learners to ask questions of the speaker. Read a story; then direct the learners to write questions about the story. Allow the learners to exchange papers with neighbors. Direct each learner to answer the questions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill **Listening** Level **EF**

Subskill **Attentive Listening: Standards for Listening** Objective No. **4**

Objective **Given standards for listening, the learner will apply them.**

Cross Reference to Reading Objectives **EW3, EW6, EC2, EC21, EL12, EL21, EL29, FW13, FW20, FC11, FL2, FL10, FL11, FL17, FL25**

Teaching/Learning Strategy

Review the rules for "good listening" (Objective AB-1). Direct the learners' attention to the specific standards for listening.

Lead the learners in a discussion of such standards and help them to develop a chart similar to the example shown below:

Listening Standards
Listen to the person talking.
Look at the person talking.
Remain very quiet.
Stop current activities.
Listen to the entire lesson or activity.
Wait to speak until everyone is ready to listen.
Listen to emergency signals and act accordingly.

Observe the learners' behavior while participating in any listening situation. If necessary, remind the learners to observe listening standards.

Plan numerous listening activities. Prepare the learners for listening before initiating an experience; then determine comprehension by asking appropriate questions or assigning suitable evaluative tasks.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening

Level EF

Subskill Attentive Listening: Standards for Listening

Objective No. 5

Objective Given a purpose for listening, the learner will respond appropriately.

Cross Reference to Reading Objectives EC2, EC6, EC8, EC21, EL4, EL7, EL17 EL25, FC13, FC17, FC20, FL2, FL13, FL21

Teaching/Learning Strategy

Point out that there are many purposes for listening and that the experience is enhanced when the purpose is known and understood. Present the objective of a lesson prior to giving directions; focus the learners' attention on the objective of the activity.

Lead the learners in a discussion of the various purposes for listening and help them to develop a chart similar to the one below:

Listening Purpose	Situation/Activity
vivid images	poetry, essays, rhymes, fables
likenesses/differences	descriptions, phonics
information	lesson, Show and Tell, field trip, Science Fair
news	television, current events, radio
directions	games, music lessons, gym projects, travel
ideas	problem solving, creative writing, committee work
enjoyment/relaxation	music, assemblies, stories, poems, radio, plays

Prepare lessons or activities which exemplify each listening purpose. Clarify the intent of the experience and present questions designated to help the learners focus on the purpose. Allow time for the activity; then lead a discussion using questions specifically developed for the particular purpose of the experience.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

8

Skill Listening — Level EF

Subskill Attentive Listening: Attention Span — Objective No. 6

Objective Given oral selections increasing in length, the learner will respond correctly.

Cross Reference to Reading Objectives EC2, EC6, EC21, EL1, EL7, EL12, EL23, EL31, FW7, FW14, FC11, FC13, FC18, FL1, FL12, FL18, FL22, FL25

Teaching/Learning Strategy

Maintain a collection of poems, stories, and articles which are varied in length and complexity. Use or record the programs on WBEZ. (Some programs consist of stories and related questions of various lengths.) State the purpose for listening prior to initiating an experience. Provide pertinent questions relative to the selection.

Select articles from a children's magazine. Prepare questions about the selections. Read the article; then require the learners to respond with an appropriate reaction.

Use the librarian's graded list of children's literature to choose material that is increasingly more difficult. Initiate a daily story hour. Select an absorbing child's book. Begin by reading for five or six minutes the first week. Increase the length of time spent until the learners are able to listen attentively for 15 minutes for a specific purpose, such as--

getting the main idea
finding details
comparing and contrasting
seeing likenesses and differences
gaining information
following directions
matching sounds
determining sequence.

Criterion

The learner will listen for a purpose and respond correctly with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — Level EF

Subskill Attentive Listening: Developing Positive Attitudes — Objective No. 7

Objective Given an oral selection for enjoyment, the learner will describe personal feelings about the selection.

Cross Reference to Reading Objectives EC6, EC8, EL9, EL14, EL17, EL27, FC11, FC17, FC20, FL23

Teaching/Learning Strategy

Explain that it is possible to listen to a selection for the purpose of enjoyment. Point out that there may be different reactions from different learners, even though the selection is the same. Read a Mother Goose selection, such as--

Dickery, dickery, dare
The pig flew up in the air;
The man in brown soon brought him down,
Dickery, dickery, dare.

Elicit and discuss the learners' feelings about the selection.

Provide a variety of enjoyable songs, stories, poems, riddles, and skits. Direct the learners to--

describe personal feelings about the sounds, visual images, or humor
prepare dioramas, pictures, or clay figures
write creative stories, poems, skits, or plays
pantomime actions or feelings.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

10

Skill Listening *Level* EF

Subskill Attentive Listening: Recognizing the Need for Listening *Objective No.* 8

Objective Given a discussion on the importance of listening, the learner will list situations which require good auditory skills.

Cross Reference to Reading Objectives FL20

Teaching/Learning Strategy

Remind the learners of the rules and standards for good listening. Review the rules; then ask the learners to state situations in which listening skills are essential. List examples on the chalkboard. Sample situations are as follows:

- fire and disaster drills
- news broadcasts
- directions on a trip
- directions for a game
- explanations for lessons and assignments
- oral instructions for a blind person

Stand facing the learners. Move the lips but allow no sound to escape. Discuss the learners' feelings about not being able to hear sounds.

Direct the learners to refrain from speaking and to use gestures to convey emergency directions to another student. Discuss the difficulties involved.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Attentive Listening: Recognizing the Need for Listening — **Objective No.** 9

Objective Given a fable, the learner will paraphrase the lesson.

Cross Reference to Reading Objectives EL21, EL23, FL21

Teaching/Learning Strategy

Indicate the possibility of learning a lesson (moral) from a story or fable. Cite several examples and direct the learners to interpret the lesson from Aesop's fable "The Eagle and the Arrow," which follows:

> One day a bowman saw an eagle soaring lazily in the sky. Quickly he notched an arrow and sent it whizzing after the bird. It found its mark and the eagle felt itself wounded to death. As it slowly fluttered down to earth, it saw that the shaft of the arrow which had pierced its breast was fitted with one of its own feathers. Moral: How often do we supply our enemies with the means of our own destruction?

Direct the learners to find examples of fables, read them to the class, and discuss the lesson of each story.

Assemble a collection of fables, and pass one to each learner. Direct the learners to state and illustrate the lesson; then display the project.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Informational Listening: Following Directions **Objective No.** 1

Objective Given five simple oral directions, the learner will complete the instructions.

Cross Reference to Reading Objectives FC8

Teaching/Learning Strategy

Provide two or three simple oral directions. Add a fourth direction, then a fifth, until the learner follows five directions with apparent ease.

Direct the learners to listen to the taped or stated directions; then complete the tasks. Give five simple directions, such as the following:

Stand up.
Turn around.
Walk to the wall.
Hop twice on one foot.
Wink once then sit down.

Provide the learners with paper and crayons. Direct the learners to listen to the directions and complete the instructions given below:

Draw a large house.
Draw a person in the house.
Draw a tree beside the house.
Draw a sun in the sky.
Color the picture.

Direct the learners to head a sheet of paper with the regular Board of Education heading. (See format for heading in the Writing section of this guide, Levels CD and EF.) Direct the learners to listen to instructions, and complete tasks such as the following:

Write a sentence about your family.
Underline the naming words once.
Underline the action words twice.
Draw a circle around all capital letters.
Draw a square around all forms of punctuation.

(Continued)

OBJECTIVE NO. EF-1 (cont.)

Divide your paper into three equal parts.
Draw a picture of a good breakfast in one part.
Draw a picture of a good lunch in one part.
Draw a picture of a good dinner in one part.
Head your paper correctly.

Read each set of directions once.

Criterion

The learner will listen once, then follow oral directions with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Informational Listening: Following Sequential Order **Objective No.** 2

Objective Given a short picture story, the learner will indicate the correct sequence of five events.

Cross Reference to Reading Objectives EL18, EL22, EL23, EL24, EL32, FL16, FL19, FL25

Teaching/Learning Strategy

Direct the learner to listen to discover the order of events in a story. Use an appropriate set of illustrations. Tell the story while using the pictures to illustrate the events. Remove the pictures from view; then direct the learner to relate the five story events in proper sequence.

Tell: Number stories using figures, objects, and chalk or flannel board.

Show:

Say: Mary had six apples in her bowl. She gave one to her teacher and one to her best friend. Mary ate an apple; then she had three apples left in her bowl.

(Continued)

OBJECTIVE NO. EF-2 (cont.)

Use the suggestions given below to provide added experiences in sequencing.

Cut pictures from discarded readers or science books.
Cut pictures from comic strips or magazines.
Secure picture books from the library or kindergarten teacher.

Criterion

The learner will identify the proper sequence in pictures related to an oral story with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Following Sequential Order — **Objective No.** 3

Objective Given an oral story, the learner will identify the beginning, middle, and final events.

Cross Reference to Reading Objectives EL18, EL19, EL22, EL23, EL24, FC22

Teaching/Learning Strategy

Draw horizontal lines on the chalkboard. Divide them in three sections labeled as follows--

Beginning Middle End

Read a simple fable or a story such as the following:

> Yesterday Scott was playing golf in the park. Later his friend Keith called him to go to the movies. Scott's mother gave him permission to go, and the boys rode off to the theater on their bikes.

Direct the learner to go to the chalkboard and write a statement or draw a picture describing the beginning, middle, and end of the story.

Provide time for the learner to write simple stories. Direct a learner to read the story to a neighbor. Require the neighbor to listen, then identify the three events. Suggest that the neighbor draw one line under the first event, two under the middle, and three under the last.

Criterion

The learner will identify the initial, middle, and final events of an oral story with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Identifying the Main Idea — **Objective No.** 4

Objective Given an oral passage, the learner will identify the main idea.

Cross Reference to Reading Objectives EC1, EC2, EC5, EL14, EL21, EL27, FC1, FC2, FC4, FC5, FC6, FL21

Teaching/Learning Strategy

Describe a simple object in the manner given below. Direct the learners to listen to clues, then name the object. Say the following:

It can move on the ground.
It has four wheels.
It is made of steel, rubber, and glass.
It can belong to a family.
It is a _____.

Read a simple passage from a science or social studies text which describes but does not name a place, person, or action. Direct the learners to name the item.

Read a fable, riddle, joke, or cartoon. Direct the learners to state the main idea.

Select three suitable passages from a text or magazine. Write three corresponding titles on the chalkboard. Read the passages and direct the learners to identify the best title for each selection.

Answer

car

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Listening — **Level** EF

Subskill Informational Listening: Identifying the Main Idea — **Objective No.** 5

Objective Given a set of statements, the learner will select the statement which best summarizes the main idea.

Cross Reference to Reading Objectives EC2, EC3, EC5, EC6, EC7, EL27, FC1, FC5, FC6, FL21, FL22

Teaching/Learning Strategy

Use programs such as "The Spider's Web," "Open a New Window," and "Let's Pretend" on WBEZ to present a variety of stories. Use the teacher's guide to select summary statements. Place them on worksheets or the chalkboard. Direct the learners to identify the main idea of each selection.

Pre-record or read stories such as "Henny Penny," "Peter Rabbit," or A Snowy Day by Ezra Keats. Place several statements about a selection on cards. Read or play the story and ask the learner to select the card which states the main idea.

Read "Henny Penny." Write each of the following statements on a card:

Henny Penny had many friends.
Henny Penny was a good leader.
Foxy-Loxy was very clever and tricked the animals into his cave.
Henny Penny and the other animals never told the king that the sky was falling.

Answer

Henny Penny and the other animals never told the king that the sky was falling.

Criterion

The learner will select the statement which best summarizes the main idea of a story with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening *Level* EF

Subskill Informational Listening: Identifying Details *Objective No.* 6

Objective Given an oral story, the learner will answer related questions.

Cross Reference to Reading Objectives EL25, FC20, FS16, FL6, FL17

Teaching/Learning Strategy

Select a suitable short story. Prepare questions related to the story details. Read the story; then direct the learners to state or write answers to the designated questions.

Read the following story:

Joyce and the Worms

One day Joyce was playing outside after it had rained very hard. Worms were everywhere. She thought that the worms were wet and cold, so she put a few into her jacket pocket. She promptly forgot about the worms. The next day, when she was going out to play, her mother reached into her pocket to make certain that she had a handkerchief. When she heard her mother scream, Joyce remembered the worms!

Place questions such as the following on the chalkboard or on paper:

1. What did Joyce pick up outside?
2. Why were the worms on the ground?
3. Where did Joyce put the worms?
4. When did Joyce go back outside?
5. Why did her mother reach into her pocket?
6. When did her mother scream?
7. When did Joyce remember the worms?
8. How did her mother feel about worms?
9. Do you think the worms were still alive?

Direct the learner to state or write the answers to the questions.

(Continued)

Ask an intermediate or upper level teacher to encourage the older students to prepare simple stories with related questions. File the stories and use them for activities of this type.

Answers

1. Joyce picked the worms up outside.
2. The worms were on the ground because it had rained.
3. Joyce put the worms into her pocket.
4. Joyce went back outside the next day.
5. Joyce's mother reached into her pocket to check her handkerchief.
6. Her mother screamed when she found the worms.
7. Joyce remembered the worms when her mother screamed.
8. Her mother didn't like worms. (She was afraid.)
9. The worms were probably dead. (They were dried up.)

Criterion

The learner will answer questions about an oral story with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Informational Listening: Using Context Clues **Objective No.** 7

Objective Given an incomplete oral sentence, the learner will use context clues to identify the omitted word.

Cross Reference to Reading Objectives EW41, EC24, EL5, EL6, FC12, FL4, FL5, FL12

Teaching/Learning Strategy

Explain that it is possible to determine the meaning or identity of an unknown or omitted word by focusing on the way in which it is used in the sentence. Place a statement such as the following on the chalkboard:

The old _____ drove his car to the airport.
(clue) (clue) (clue) (clue)

Direct the learners' attention to the clues in the statement with questions such as the following:

How do we know that it's a naming word?
How do we know that it's not a dog?
How do we know that it's not a boy?
How do we know that it's not a woman or girl?

Read a familiar poem. Omit a word. Direct the learners to supply the word.

Select a suitable cartoon or comic strip. Delete a word in each statement. Direct the learner to apply picture and context clues to determine the missing word.

Prepare a series of simple statements, each of which contains an omitted word. Read a statement; then direct the learner to supply the word.

Use statements such as the following. Omit the underlined words.

1. The clerk gave Tommy two dimes and a <u>nickel</u> as change for his quarter.
2. The dog <u>barked</u> loudly at the passing car.
3. Mother used a <u>needle</u> and thread to sew the torn pants.

(Continued)

4. The workman dug a hole in the ground using a shovel.
5. Johnny used his pencil to write his name.
6. The lady was angry when the ball broke her window.
7. The cat/kitten lapped all the milk from its little saucer on the floor.

Answer

Man

Criterion

The learner will identify the missing word in statements with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Using Context Clues — **Objective No.** 8

Objective Given a list of figurative expressions, the learner will identify the meaning when used in an oral sentence.

Cross Reference to Reading Objectives EC24, FC12, FC13, FC14, FC15

Teaching/Learning Strategy

Provide instruction in the use of figurative expressions. Indicate that the meaning of an expression is dependent upon the context in which it is used.

Write the following statement on the chalkboard:

> Mary thought she could leave without washing dishes, but her mother was on her toes.

Lead the learners in a discussion of the clues in the statement. Help the learners to understand the meaning of the underlined phrase. Direct the learners to illustrate the humorous element in the expression.

Use additional expressions, such as the following:

cry baby	cry your eyes out
teacher's pet	rained cats and dogs
fished for clues	memory like an elephant
floating on air	eyes bigger than saucers
stopped on a dime	on top of the world
rabbit food	reach for the stars

List the phrases. Use each phrase in an oral sentence. Direct the learners to explain the meaning of each expression as it is used in the sentence.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Noting Cause and Effect — **Objective No.** 9

Objective Given an oral short story, the learner will identify the cause/effect relationship.

Cross Reference to Reading Objectives FL20, FL21

Teaching/Learning Strategy

Display a picture of a plate containing remnants of a meal.

Ask the learner to explain what happened prior to the preparation of the picture. Point out that whenever there is an action, there is a result or reaction.

Prepare statements such as the following. Read a statement. Direct the learners to tell what happened prior to the result described in the sentence.

Mrs. Jones picked a bouquet of flowers in her yard.
The snowman began to melt.
The dentist pulled the little boy's tooth.
There were some clean clothes on the line.
A child's broken bicycle lay on the street in front of the truck.

Ask the learner to write a sentence describing something unusual that happened. Ask a learner to read a statement. Direct another learner to tell what happened to cause the situation.

Read or tell short stories and fables such as the following:

Why the Bear Is Stumpy Tailed
The Crow and the Pitcher
How the Giraffe Got His Long Neck
How the Elephant Got His Trunk
Why the Leopard Has Spots.

(Continued)

OBJECTIVE NO. EF-9 (cont.)

Play a game-type activity in which one learner states an effect and another learner states the cause. Reverse the procedure and ask one learner to state a cause and another learner to state the effect.

Use this as a guidance technique when problem situations or arguments arise in the classroom. Help the learners to see the relationship between their actions and the reactions of their neighbors.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Noting Cause and Effect — **Objective No.** 10

Objective Given both cause and effect statements, the learner will differentiate between them.

Cross Reference to Reading Objectives

EC24, ES8, EL21, FC12, FL20, FL21

Teaching/Learning Strategy

Assemble a series of pictures illustrating either a cause or an effect. Display the pictures and direct the learners to label each.

Direct a learner to give either a cause or an effect statement. Ask another learner to identify the statement.

Prepare a series of statements describing either a cause or an effect. Place two appropriately labeled columns on the chalkboard. Read a sentence; then direct a learner to identify the statement by placing an "X" in the correct column.

Statement	Cause	Effect
1. Mom's suitcase broke.		X
2. Mom's suitcase was too full.	X	
3. The dog was very thirsty.	X	
4. The dog's water bowl is empty.		X
5. Bill has a large trophy.		X
6. Bill won the 100-yard race.	X	
7. The fire trucks came down the street.		X
8. Jim's house is on fire.	X	
9. Mr. Smith closed his umbrella.		X
10. All of a sudden, it stopped raining.	X	

Criterion

The learner will label a statement cause or effect with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Informational Listening: Noting Cause and Effect **Objective No.** 11

Objective Given an oral cause or effect statement, the learner will state the corresponding effect or cause.

Cross Reference to Reading Objectives EC24, ES8, FC24, FC31, FL20

Teaching/Learning Strategy

Present several oral statements which point out either the cause or the effect of everyday events. Ask the learners to supply the appropriate cause or effect for each.

Statement	Suggestions for Learners' Responses
John threw paper on the floor.	The teacher scolded John.
Sue sharpened her pencil.	Sue broke her pencil lead.
The children are eating lunch.	It is 12 o'clock.
It is time to go home.	The teacher locked the door.
James is cleaning the fish bowl.	The fish bowl was dirty.
The fire alarm rang.	The children left the room.
Mrs. Williams sent for the principal.	Someone created a problem.
Charles paid for the math book.	Charles lost his book.

Prepare several small strips of paper. Write either a cause or an effect statement on each and distribute them to the learners. Ask a learner to stand, read a statement, and supply the corresponding cause or effect.

Criterion

The learner will state the cause or effect of an oral statement with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Informational Listening: Recalling Ideas **Objective No.** 12

Objective Given a factual passage orally, the learner will recall five facts.

Cross Reference to Reading Objectives ES10, ES21, FS10, FS11

Teaching/Learning Strategy

Arrange to present a radio, tape, or television news broadcast. Direct the learner to state five facts reported by the commentator.

Direct the learner to select a brief article from a newspaper or a magazine. Ask the learner to read the article orally. Direct another learner to state five facts relative to the content of the report.

Assign simple topics relating to a science or social studies unit. Direct the learner to research the topic and write a short, simple report. Allow the learner to read the report orally. Direct another learner to list five facts about the material in the report.

Use topics such as the following:

The Story of Our Flag	How Money Is Printed
How Paper Is Made	Mining Coal
A Famous Hero	Making Gasoline

Criterion

The learner will recall five facts relative to an oral passage with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Informational Listening: Making Comparisons **Objective No.** 13

Objective Given both a happy and a sad oral passage, the learner will compare and contrast the moods.

Cross Reference to Reading Objectives EC7, EC21, EC24, EL13, EL14, EL27, FC10, FC12, FC26, FC30

Teaching/Learning Strategy

Explain that there are many words, expressions, and pictures which are capable of affecting feelings and actions. Point out that it is possible to compare two types of stories, poems, or descriptions and show how they are alike or different.

Display pictures similar to the following. Ask the learners to examine each set of pictures and tell how they are alike or how they are different.

Direct the learner to describe feelings evoked by both happy and unhappy experiences. Write the descriptions on the chalkboard and discuss the emotions involved.

Select two passages such as those given on the next page. Read the passages and require the learner to compare the moods of the two selections.

(Continued)

OBJECTIVE NO. EF-13 (cont.)

(A)

Marilyn was running home from school as fast as she could. Today she was going out to eat at her favorite restaurant. She could hardly wait to bite into the mouth-watering salad, pizza, and strawberry shortcake which would be served shortly after she placed her order.

(B)

Jennifer sat waiting for the principal to call the names of the children who had perfect attendance for the entire year. There were only a few children who had come each day whether tired, cold, or sick. Suddenly, Mr. Jones began to announce the last name, "Billy Smith." She couldn't believe her ears; her name had not been called.

Passage A

The main character is a girl.
Each one was waiting for something.
The girl was happy, excited, and anticipating something very pleasant.

Passage B

The main character is a girl.
Each one was waiting for something.
The girl had worked hard and sacrificed for something. She was disappointed, surprised, and probably tearful.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
_____	p. ____	p. ____	p. ____
Contextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Making Comparisons — **Objective No.** 14

Objective Given two oral selections with different themes, the learner will compare and contrast them.

Cross Reference to Reading Objectives EC5, EC6, EC24, EL14, EL27, FC11, FC12, FC17, FC26, FL22

Teaching/Learning Strategy

Select several books, each of which has a different theme. Use an annotated bibliography or the annotations on subject-cards in the library to make the selections. Explain that a theme is the subject or topic of a selection. Discuss this concept with the learners. Read two contrasting selections. Elicit the theme of each by asking such questions as--

Can you describe this selection with one word?
What is the selection about?
What was described in the selection?
Why was the selection written?
Does this selection remind you of a similar situation?
If so, what?
How is the first selection similar to the second one?
How are they different?

Direct the learner to either state the responses or write them on a chart similar to the following:

	Selection A	Selection B
Theme		
Likenesses		
Differences		

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Informational Listening: Summarizing Information — **Objective No.** 15

Objective Given a factual oral report, the learner will summarize it orally.

Cross Reference to Reading Objectives EC8, EC21, ES10, FC2, FS18

Teaching/Learning Strategy

Conduct a "Show and Tell" session in which each learner reports an account of some family or community event. Direct another learner to orally summarize the experience.

Provide a radio news broadcast of five or six minutes' duration. Discuss the news. Direct the learners to state a suitable summary of the report.

Assign a variety of topics related to units of study in the content areas. Allow time for the learners to research the topic. Ask the learners to read the informative report to the group. Direct a learner to give an oral summary of the report.

Provide the following guidelines for the oral summaries:

State the main topic or theme.
State some related details.
Give a concluding statement.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Auditory Discrimination **Objective No.** 1

Objective Given a set of audibly similar sounds, the learner will distinguish between them.

Cross Reference to Reading Objectives

EW7, EW13, EW14

Teaching/Learning Strategy

Present a pair of words which begin with audibly similar sounds. Help the learners to distinguish between them and to identify the initial sound in each word. Ask the learners to give an example of each. Use the following list:

/p/ - /b/ /k/ - /g/ /ch/ - /j/ /th/ as in thin
/f/ - /v/ /s/ - /z/ /th/ as in them

Assemble a list of representative word pairs or use the one given below. Present one pair of words to the learners. Direct the learners to demonstrate the ability to distinguish between the sounds by stating or writing an additional set of words with the same initial sounds.

Say pat - bat. Response by learner: pet - bet.

Sample Word List

pit - bit	choke - joke	five - vine
sip - zip	few - view	came - game
cheer - jeer	theme - them	fan - van

Criterion

The learner will distinguish between similar sounds with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Auditory Discrimination **Objective No.** 2

Objective Given a word, the learner will determine whether a sound is heard at the beginning or end of the word.

Cross Reference to Reading Objectives EW12, EW29

Teaching/Learning Strategy

Provide a chart similar to the one given below. Write it on paper or on the chalkboard. State a word. State the initial or final sound of the word. Direct the learners to repeat the word and write it on the chalkboard or a chart. Ask the learners to indicate the letter which represents the designated sound. Direct the learners to state another word and its initial or final sound for a second learner. Continue in this manner until each learner is proficient in the skill.

Play a game with the learners. Use the directions below:

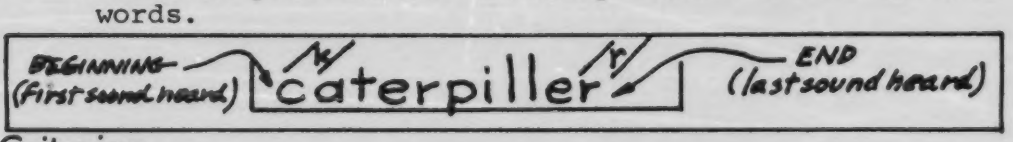
Say a word, such as march.

Ask a learner what sound is heard at the beginning of the word.

Have the learner who identifies the sound correctly say the next word for the game.

Continue until each learner has an opportunity to play the game.

Use this procedure to identify sounds at the end of words.



Criterion

The learner will identify the initial or final consonant sound in a word with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Auditory Discrimination **Objective No.** 3

Objective Given a word with a medial consonant, the learner will determine the medial consonant sound.

Cross Reference to Reading Objectives EW22, EW26, EW27, EW30, EW35, FW7

Teaching/Learning Strategy

Explain what is meant by the term medial consonant when it refers to a sound in a word. Use an example such as--

pat (beginning) paper (medial) tap (end)

Indicate that there may be a difference between the medial consonant sound and the medial letter. Tell the learners that it is possible to have a medial letter without a medial consonant sound.

pāy tīe

State one of the following words slowly. State the designated sound. Ask a learner to listen to the example and clap if the indicated sound is the medial consonant sound in the word.

Word	Sound	Medial	Word	Sound	Medial
wagon	g	yes	dinner	n	yes
around	e	no	hand	h	no
pencil	l	no	rabbit	b	yes
happy	p	yes	table	t	no
matter	t	yes	batter	t	yes

Criterion

The learner will determine the medial sound in a word with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Auditory Discrimination **Objective No.** 4

Objective Given an oral word, the learner will state a rhyming word.

Cross Reference to Reading Objectives EL6, EL7, FW25, FL4, FL5

Teaching/Learning Strategy

Explain that words are said to rhyme when they sound alike at the end of the word. Give examples such as--

nine - mine hop - top had - sad

State a word. Ask a learner to state a rhyming word. Read several nursery rhymes and direct the learners to identify the rhyming words.

Place several words on the chalkboard and direct the learners to state rhyming words for each.

Assemble songs which have rhyming words. Teach the songs to the learners.

Direct the learners to write a simple poem. Ask the learners to include pairs of rhyming words in these poems.

Criterion

The learner will supply a rhyming word with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Auditory Discrimination **Objective No.** 5

Objective Given an oral sentence with emotional connotation, the learner will identify the inference.

Cross Reference to Reading Objectives EC9, EC12, EL14, FC12, FC13, FC20, FL15

Teaching/Learning Strategy

Explain that it is possible to convey meaning by using various expressions, intonation, and pitch.

Prepare a list of expressions similar to the ones given below. Tell the learners to listen to an expression and describe the resulting feelings. Direct the learners to use different vocal inflections to convey a different meaning for the same expression.

Oh, dear! - concern, dismay
Who are you? - anger, puzzlement
It's simply lovely! - pleasure, sarcasm
Stop! - fear, anger.

Use materials from television, radio, and recordings expressing emotional connotation. Direct the learners to identify the appropriate inference for the emotional connotation in the sentences. Ask the learners to dramatize a few of the expressions. Direct another learner to give the connotation conveyed by the terms, tone, and pitch.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Fact and Fantasy **Objective No.** 6

Objective Given an oral selection, the learner will distinguish between fact and fantasy.

Cross Reference to Reading Objectives EC16, EC17, EL23, EL30, FC26, FC34, FL18, FL24

Teaching/Learning Strategy

Lead a discussion of the differences between fact and fantasy. Ask the learners to state characteristics of each. Record the learners' responses on the chalkboard in the following manner:

Fact	Fantasy
is about real people, places, animals, or things	is about make-believe people, places, animals, or things
is something that really happened	is something that could never happen
is something true	is not true

Direct the learners to examine appropriate written materials and select examples of fact and examples of fantasy. Ask the learners to share the examples of fact and fantasy with the class.

Assemble examples of both fact and fantasy such as those given below. Read each example and ask the learners to identify each:

Fantasy

I had a little hen, the prettiest ever seen,
She washed me the dishes and kept the house clean.
She went to the mill to fetch me some flour,
She brought it home in less than an hour;
She baked me my bread, she brewed me my ale,
She sat by the fire and told many a fine tale.

- From Mother Goose

(Continued)

OBJECTIVE NO. EL-6 (cont.)

Fact

Yesterday John went to the circus with his family. The acts and animals were very exciting. John ate cotton candy and hot dogs, and drank a cola. He was very tired at the end of the day.

Criterion

The learner will distinguish between fact and fantasy with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Relevant and Irrelevant Information **Objective No.** 7

Objective Given an unfamiliar selection, the learner will identify related true and false statements.

Cross Reference to Reading Objectives EC16, EC17, FC3, FC30, FC32, FC34

Teaching/Learning Strategy

Lead a discussion of the concepts true and false. Direct the learners to state the differences between each. Record these differences on a chart similar to the one below:

True	False
is about real things and people	is about real things and people
has happened	did not happen
can be proved	cannot be proved

Provide films, television radio programs, and factual articles to develop the concepts of true and false. Present a selection to the learners. State true and false statements relevant to the selection. Direct the learners to indicate if each statement is true or false and to give evidence to support the choices.

Direct the learners to present oral reports on social studies, science, or current events topics. Have the learners present several true and false statements at the end of the report. Ask the learners to identify the true and false statements.

Read the selection below to the learners.

Proper Eating

It is very important to eat properly. The food we eat affects the way we look, think, feel, and act. It is possible to do better work in school after eating a good breakfast. Sometimes candy, cookies, and cake stop hunger, but they do not give us the necessary vitamins and minerals. The safe thing to do is to study the basic four food groups and eat two or three times from each group daily.

(Continued)

OBJECTIVE NO. EL-7 (cont.)

Read the following statements after reading the selection. Have the learners identify the true and false statements.

1. Candy, cookies, and cake are very good for us.
2. We can do better school work if we eat well.
3. There are three basic food groups.
4. It is important to eat properly.
5. We should eat something from each food group each day.

Conduct a discussion with the learners to develop the following chart related to the selection.

Four Food Groups
Proteins
Carbohydrates
Dairy Products
Fruits/Vegetables

Answers

1. false 2. true 3. false 4. true 5. true

Criterion

The learner will distinguish between true/false statements with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Relevant and Irrelevant Information **Objective No.** 8

Objective Given an oral selection, the learner will identify the irrelevant information.

Cross Reference to Reading Objectives EC1, EC18, FC3, FC30

Teaching/Learning Strategy

Provide for suitable explanations for the terms relevant and irrelevant. Lead the learners in a discussion of the terms. Ascertain that the learners understand both concepts.

Provide a selection which contains both relevant and irrelevant data. Ask the learners to identify the statements.

Use a selection such as the one given below. Ask the learners to state the irrelevant facts.

The Planet Earth

> We live on the planet earth. It is made of land and water. Cold water is good to drink. The earth gets its light from the sun. You can get a sun burn from too much sun. The earth is very large and spins on its axis. It is larger in the middle than at the top and bottom. We spin tops at recess. Sometimes the sun doesn't shine on all the earth's surface. It is a cold day. There are very high mountains on the earth. The climates of the earth range from very cold to very hot. Many people like warm weather.

Play a game in which one learner begins an original story, and successive learners continue the story. Ask the learners to include irrelevant details from time to time in the story. Direct the learners to stand when they hear an irrelevant detail. Ask the first learner who stands to continue the story. Progress in this manner until each learner has had a turn.

(Continued)

OBJECTIVE NO. EF-8 (cont.)

Answers

Irrelevant facts:

1. Cold water is good to drink.
2. You can get a sun burn from too much sun.
3. We spin tops at recess.
4. It is a cold day.
5. Many people like warm weather.

Criterion

The learner will distinguish between relevant and irrelevant details with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher Edition	Learner's Edition	Workboo
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Supportive Evidence **Objective No.** 9

Objective Given an oral selection, the learner will answer questions and give supportive evidence.

Cross Reference to Reading Objectives EC18, EC23, ES10, FC30, FC31, FC32, FS10

Teaching/Learning Strategy

Explain the importance of using good listening skills when listening to an oral selection for a specific purpose. Select a mystery radio program, a riddle, or a story such as the example given below from Mother Goose. Do not give the conclusion. Direct the learners to state the solution and the supporting evidence.

Two legs sat upon three legs
With one leg in his lap;
In comes four legs
And runs away with one leg;
Up jumps two legs,
Catches up three legs,
Throws it after four legs,
And makes him bring back one leg.

Ask the learners the following questions after reading the selection above:

1. Why did four legs want one leg?
2. What was two legs?
3. How could two legs sit on three legs?

Answers

1. It was meat and four legs was a dog. 2. Two legs was a person. 3. Three legs was a stool.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Inferences **Objective No.** 10

Objective Given an emotional oral selection, the learner will draw inferences from inflections and body language.

Cross Reference to Reading Objectives EC9, EC12, EC23, EC24, EL19, EL27, FC10, FC12, FC20, FC32

Teaching/Learning Strategy

Lead a discussion of the clues provided by vocal intonations, facial expressions, and gestures. Explain that it is possible to convey meaning without speaking. Point out that it is likewise possible to get little or no meaning when words are spoken in a monotone with no accompanying body language. Illustrate this concept by pantomiming an expressive story or situation. Tell a story with no vocal expression or body language. Direct the learners to tell which presentation was understood and conveyed meaning effectively.

Select a suitable play. Involve the learners in all aspects of the activity and present the completed version for an assembly or for guests.

Play charades or allow the learners to pantomime emotional situations or expressions such as the following:

discovering that a friend is hurt
finding one million dollars
receiving a dog as a gift
smelling something good
riding on a roller coaster
chewing bubble gum
missing the field trip bus.

Select an emotional story such as the following. Read the story with active body language and varied vocal intonations. Pause periodically and direct the learners to identify the inferred meaning.

(Continued)

OBJECTIVE NO. EF-10 (cont.)

The Missing Goldfish

One rainy afternoon, Paul and his cat, Jasper, were playing with a ball in his bedroom. Paul noticed that Jasper was staring at the goldfish in the aquarium. He remembered that it was time to feed his cat. (Pause.) Paul left the room for a few minutes. When he returned, the aquarium was empty. He saw Jasper, licking his lips. "Jasper," he shouted, "what have you done?" Jasper ran and hid under the bed. (Pause.) It was a long time before Jasper came out from under the bed.

Answers:

Responses may vary. Responses may include the following inferences:

Jasper was hungry.
Jasper ate the goldfish.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Interpretations **Objective No.** 11

Objective Given interpretive questions about an oral selection, the learner will respond correctly.

Cross Reference to Reading Objectives EC6, EC8, EC12, EC24, EL17, EL25, FC11, FC12, FC13, FC14, FC15, FC18, FL17

Teaching/Learning Strategy

Provide a suitable selection. Use a poem, story, book, radio program, or article. Read the selection. Prepare questions similar to those given below. Present the selection and direct the learners to state the answers.

Knowledge
Describe the _____.
Give a definition for _____.
Ask who, what, when, where, why_____.

Comprehension
State the main idea of _____.

Relate a familiar incident or direct a learner to tell a personal experience. Ask relevant questions. Direct the learners to state correct responses.

Read the story below and ask the questions which follow.

The Mouse

The children in Mrs. Smith's room were afraid of mice. She told them to obey the rules and eat only in the cafeteria. Timmy and Sarah did not obey the rules. They ate candy and cookies and kept the wrappers in their desks.

One night a tiny mouse entered the room. It smelled the nice sugar on the wrappers. It hopped on Timmy's seat and jumped in the desk.

The next day, Timmy reached into his desk and out jumped the mouse. Timmy was so frightened that he shivered and shook the rest of the day.

(Continued)

1. Describe Timmy and Sarah.
2. Where did the mouse go?
3. Do you think Mrs. Smith had to punish Timmy?
4. Why did the mouse get in the desk?
5. What do you think Sarah did after that?
6. Why did the teacher want the children to eat in the cafeteria?

Answers

1. They were disobedient and naughty. 2. The mouse went into Timmy's desk. 3. No, his fear was his punishment. 4. It smelled candy wrappers. 5. Sarah didn't eat in the room again. 6. Undesirable animals are attracted by food wrappers in desks.

Criterion

The learner will answer questions with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Interpretations **Objective No.** 12

Objective Given an oral selection, the learner will make an illustration.

Cross Reference to Reading Objectives EL15, EL18, FC11, FC18. FC21, FL10, FL13

Teaching/Learning Strategy

Read a story or poem. Direct the learners to illustrate a scene or event from the selection. Use a selection which contains vivid images.

Use WBEZ programs to present classic fairy tales and stories. Direct the learners to make an appropriate diorama, painting, mural, collage, stage setting, or comic book.

Play two distinctly different musical selections. Provide chalk and paper. Direct the learners to divide the paper into two parts. Direct the learners to illustrate a scene after listening to each selection. Use selections such as those given below. Discuss the differences in the illustrations.

America
Davey Crockett
Farmer in the Dell
Good Morning to You
Happy Birthday
Mary Had a Little Lamb
Peter and the Wolf
Ten Little Indians
This Is the Way
Turkey in the Straw

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Conclusions **Objective No.** 13

Objective Given oral clues, the learner will identify the object.

Cross Reference to Reading Objectives EC2, EC4, EC24, FC2, FC4, FC22, FC23

Teaching/Learning Strategy

Use the Career Development Supplement Correlated to the Curriculum Guide for the Elementary School Social Studies Program published by the Board of Education of the City of Chicago. In the chapter which describes various occupations and community workers, select an occupation. Read the job description as indicated below. Direct the learners to identify the occupation.

Inspects the locomotive.
Compares train and station time.
Observes the track to see that it's clear.
Prepares reports of accidents or delays.
Drives the electric, steam, or gas turbine engine.

Play "Twenty Questions" and charades. Select a large box. Place a simple object inside the box. Wrap the box and place a large question mark on the outside. Prepare several clues related to the object. Read each clue slowly. Direct the learners to write the name of the object.

Clues

Use one word to state my name.
Find almost anything you wish to know in me.
Settle arguments with me.
Pass spelling tests by using me.
Say words correctly by studying me.
Turn my pages carefully.

Answers

Occupation--locomotive engineer; Object--dictionary

Criterion

The learner will identify an object with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Listening **Level** 14

Subskill Critical Listening: Outcomes **Objective No.** 14

Objective Given an incomplete oral selection, the learner will predict the outcome.

Cross Reference to Reading Objectives EL5, EL6, FC15, FC22, FC23, FC24, FL4, FL5, FL12

Teaching/Learning Strategy

Initiate an oral chain story. Direct a learner to begin the story; then stop after a few moments. Allow the learners to continue the story in an oral chain. Have the last learner give some input; then interrupt the story before the ending. Ask each learner to write a suitable ending for the story. Direct the learners to stand and share their story endings or outcomes.

Read the first and second acts of a suitable play. Direct the learners to provide an ending. Allow the learners to dramatize the ending.

Use the following suggestions to provide additional learning experiences.

Read part of a story or poem; then allow the learners to give an ending.
Use the beginning of a program on WBEZ; direct the learners to provide an ending.
Describe part of an everyday event; then allow the learners to state the outcome.
Begin a mystery story and ask the learners to "play" detective and provide a solution.
Allow the learners to suggest solutions for problems or disagreements which arise in the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Fact and Opinion **Objective No.** 15

Objective Given oral statements, the learner will identify the statements as fact or opinion.

Cross Reference to Reading Objectives EC16, EC17, EC19, FC30, FC32, FC33, FC34

Teaching/Learning Strategy

Lead a discussion of the terms fact and opinion. Explain that a fact is something which is true and can be proved in some manner, while an opinion is something that someone thinks, feels, or believes which cannot be proved. Give examples of facts and opinions in the following manner:

> It is a fact that the sun is the source of the earth's heat and light.
> It is an opinion that our sun is the main source of heat and light in the universe.

Direct the learners to provide statements of fact and opinion. Discuss the differences.

Provide newspapers, magazines, and content area materials. Direct the learners to locate examples of facts and opinions in the materials. Place these examples on appropriately labeled charts as indicated below.

Fact	Opinion
The earth is a planet.	The earth is beautiful.
The sun is a star.	Sunshine feels good.
The earth has land and water.	Swimming is fun.

Criterion

The learner will distinguish between fact and opinion with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Fact and Opinion **Objective No.** 16

Objective Given a listening experience, the learner will recall a fact and state an opinion.

Cross Reference to Reading Objectives EC1, EC6, EC9, EC16, EC17, EC18, EL14, FC33, FC34

Teaching/Learning Strategy

Provide several factual statements about a person, place, thing, or event. Direct the learners to state an opinion about the designated item. Use the following statements as a guide:

> Say: "An apple is a round, firm fruit that grows on a tree. It may have a red, yellow, or green skin covering."

Ask the learners to recall a fact from the above statement and cite an opinion such as the following:

> An apple is a round fruit that tastes good.
> Apples are red, green, and yellow, and you can use them to bake pies.
> Apples are hard and do not taste good.

Select several illustrated advertisements from magazines and newspapers. Read an advertisement. Direct the learners to state a fact and give an opinion about the selection.

Ask a learner to describe a favorite activity, show, or entertainer. Direct another learner to recall a fact and state a relevant opinion.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Relationships **Objective No.** 17

Objective Given topics and a series of related words, the learner will organize the data.

Cross Reference to Reading Objectives EW26, EW27, EC17, EC18, EC22, ES8, EL14, FW11, FW13, FW14, FW25, FC16, FC27, FC30, FS14, FS16

Teaching/Learning Strategy

Explain that many things are related and can be grouped under topics. Point out that such items may be designated by a common label or topic. Place the following topics on the chalkboard:

Vegetables	Fruits	Dairy Products

Read each of the following words slowly. Ask the learners to write the words in the appropriate columns. Discuss the rationale for the choices.

apple	carrot	banana	bean	cheese
celery	cream	butter	mango	
milk	orange	onion	lettuce	

Select a simple category or topic. Direct the learners to find pictures of items which are examples of the designated topic. Use topics such as animals, expressions, clothing, transportation, countries, actions, cities, books, and colors.

Assemble a variety of small, simple objects. Place the objects on a table. Direct the learners to group the objects in a logical manner and state a suitable label for each group.

Answers

Vegetables--celery, carrot, onion, bean, lettuce; Fruits--apple, orange, banana, mango; Dairy Products--milk, cream, butter, cheese

Criterion

The learner will categorize a series of words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Critical Listening: Relationships **Objective No.** 18

Objective Given an oral selection, the learner will state the main idea and supporting details.

Cross Reference to Reading Objectives EC2, EC4, EC5, EC15, ES10, EL14, EL21, FC1, FC2, FC4, FC5, FC6, FC7, FS11, FS16

Teaching/Learning Strategy

Lead a discussion on the concepts of main idea and details. Illustrate the point in the following manner. Display an object such as a book. Ask the learners to name the object. Provide reinforcement if the learner states the correct name. Say, "Yes, this is a book. This is the main topic or thing being displayed." Ask the learners to state the characteristics which evoke the concept book. Reinforce the learner's response if it is correct. Say, "Yes, words, paper, pictures, and a cover help to identify the item; they are called details."

Direct the learners to think of objects and describe them orally. Ask other learners to name the objects.

Read a selection such as the fable, "The Hare and the Tortoise." Direct the learners to state the main idea and give three supporting details. Use selections from the basal reader, library books, and content area texts to assist the learners in identifying the main idea and details of a selection.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 1

Objective Given a song or poem, the learner will clap the rhythmic pattern.

Cross Reference to Reading Objectives EL1, EL2, EL3, FL1, FL3

Teaching/Learning Strategy

Provide a nursery rhyme similar to "Mary Had a Little Lamb," which has been set to music. Tell the learners to recite it as a poem and sing it as a song. Point out that both have a rhythmic pattern. Ask the learners to give another example and present the selection to the group. Tell the learners to clap in a rhythmic pattern during the presentation. Allow the learners to use rhythm band instruments if they are available.

Allow the learners to recite a favorite rhyme, such as "Jack and Jill." Tell them to clap the rhythmic pattern. Select one learner to be the leader. Tell the leader to signal when it is time for the other learners to join the rhythmic activity.

Direct the learners to suggest a rhythmic jingle, poem, song, or game. Allow the learners to join in a presentation and clap the pattern.

Ask learners to clap the pattern of a favorite song or poem. Tell the other learners to guess the title and recite or sing the selection.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening

Level EF

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality

Objective No. 2

Objective Given a song or poem, the learner will identify the rhyming words.

Cross Reference to Reading Objectives EL3, EL6, EL7, FL4, FL5

Teaching/Learning Strategy

Provide a weekly listening period. Use this time to teach poems and songs. Use these occasions to allow the learners to recite or sing a favorite selection. Tell the learners to identify the pairs of rhyming words in these selections. Write the examples on chart paper. Add new pairs of words when the learners identify them in future selections.

Read a familiar Mother Goose selection, such as "Little Bo-Peep." Omit the rhyming word in several of the lines and ask a learner to state the word that completes the rhyme.

Designate an object or subject and direct the learners to write a simple rhyming jingle about it. Provide examples similar to the following:

> Writing poems is lots of fun,
> It's hard to stop after writing just one.
>
> Paper and pencil can't make you think,
> But they help write ideas quick as a wink.

Criterion

The learner will identify rhyming words with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 3

Objective Given questions about the theme of an oral selection, the learner will respond correctly.

Cross Reference to Reading Objectives EC2, EC4, EC5, EC18, EC23, EC24, EL21, FC1, FC2, FC3, FC4, FC5, FC6, FC7, FC28, FC29

Teaching/Learning Strategy

Provide several experiences with poems, stories, and plays. Discuss the selections with the learners, encouraging them to state the subject or main idea of each. Ask the learners to answer questions about the details of each selection. Explain that the central subject or main idea of a selection is called the theme.

Read a familiar story, such as "The Elves and the Shoemaker." Discuss the details with the learners. Ask the learners to state the theme of the story. Use the following questions to help the learners discover the theme:

What was the selection about?
Who or what was involved?
What happened to the main character(s)?
How did the main character change in the course of the selection?
When did the action take place?

Provide the learners with a topic or subject. Tell the learners to state five descriptive or explanatory sentences which relate to the subject. Help the learners to use the sentences to write a simple story about the topic or theme. Assign such topics as--

A Terrifying Experience — An Exciting Movie
Making a Favorite Dessert — An Indian Village

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotion, Setting, and Style **Objective No.** 4

Objective Given an oral selection, the learner will state events.

Cross Reference to Reading Objectives EL4, EL18, EL19, EL22, EL23, EL24, FL16

Teaching/Learning Strategy

Provide an explanation of the sequence of events in a story, poem, or play. Show how the sequence of events is related to the plot of a selection.

Help the learners to see how the sequential events of a story comprise the plot. Read the story entitled "The Emperor's New Clothes." Ask the following questions to help the learner identify the plot:

What did the emperor want to have?
How did he plan to do it?
Who decided to take advantage of him?
What happened at the parade?
Who was honest with the emperor?
How did the story end?

Provide the learners with an opportunity to see a play. Tell them to watch and listen carefully to determine the plot.

Lead a discussion of the play and ask the learners to illustrate scenes which depict the steps in the plot. Display the pictures on a hall bulletin board.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style — **Objective No.** 5

Objective Given a character in an oral selection, the learner will interpret the character in a dramatization.

Cross Reference to Reading Objectives EC9, EC10, EC12, EC14, EL8, EL25, EL26, FC19, FC20, FC21, FL15, FL17, FL19

Teaching/Learning Strategy

Write the following list on the chalkboard:

Snow White's stepmother	The witch in "Hansel and Gretel"
Goldilocks	The shoemaker
Mean Old Troll	Pinocchio

Provide a review of the stories in which the characters are portrayed. Ask the learners to tell how they feel about each character. Require them to state reasons or details which support the feeling. Ask the learner to state words which describe the characters listed on the chalkboard. Suggested responses follow:

brave	wicked	lazy
courageous	cowardly	honest
friendly	dishonest	thrifty
selfish	mean	loyal

Motivate the learners to recall a favorite literary or neighborhood character. Help the learners to prepare a brief skit which highlights the character's qualities. Allow the learners to present the skit. Ask other learners to dramatize or act out scenes or events that reveal the character's traits.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening

Level EF

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style

Objective No. 6

Objective Given an oral selection, the learner will identify the mood.

Cross Reference to Reading Objectives EC6, EC7, EL14, EL27, FC11, FL13

Teaching/Learning Strategy

Play a recording of "Peter and the Wolf" to illustrate the mood of a selection. Discuss the characters and their actions. Describe the instruments and relate the characters to the instruments which portray the actions in the selection. Tell the learners to listen for changes in rhythm, tempo, pitch, and volume. Say that such changes will prepare them for variations in the mood or action. Play the recording and allow the learners to describe their reactions to the selection. Write the descriptive words on the chalkboard. Accept responses such as--

mysterious	frightened	worried
happy	suspicious	brave
confident		gay

Read a poem such as the following. Help the learners to identify the moods in the poem. Ask them to describe Kenneth's feelings when he felt the touch and when he smiled at his hat on the ground.

Halloween Fright

It was late at night on Halloween,
Kenneth had the ugliest mask you've ever seen.
He walked down the street with silent feet
And nary a soul did he chance to meet.
All of a sudden he felt a touch,
His feet touched ground as he ran - but not much!
When he reached the corner, he turned around,
And grinned when he saw his hat on the ground.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotion, Setting, and Style — **Objective No.** 7

Objective Given the dialogue in an oral selection, the learner will identify the emotions.

Cross Reference to Reading Objectives EC8, EC9, EC13, EL14, EL17, FC17, FC20, FC21, FC25, FL15

Teaching/Learning Strategy

Lead a discussion of feelings and emotions. Use suggestions and material in Career Development for the Primary Level guide published by the Board of Education, City of Chicago. Help the learners describe their feelings and emotions when--

frightened by a person who is teasing
arriving home and discovering an empty house
receiving a surprise present
eating a favorite food
jumping in the water on a hot day
hitting a home run with three on base
listening to a friend being scolded.

Ask the learners to bring a favorite storybook or comic strip. Have the learners utilize this material to select an event and prepare a short dialogue which portrays the emotions of the character. Allow other learners to identify the emotions and state the words and expressions which provide the clues.

Read a story such as "The Three Little Pigs." Allow the learners to assume the roles of the characters and to read their parts in the story. Discuss the importance of the dialogue. Help the learners to identify the emotions that the dialogue conveys.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Listening — **Level** EF

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style — **Objective No.** 8

Objective Given an oral selection, the learner will identify the setting.

Cross Reference to Reading Objectives EC15, EC21, ES11, ES12, EL9, EL15, EL16, FS22, FS24, FL10

Teaching/Learning Strategy

Introduce the concept of setting or background. Ask learners to describe a scene at the beach. Tell the learners to help other learners experience the scene by describing the water, the sun, the bathing suits, and the sand. Tell the learners to illustrate the beach scene without drawing any of the aforementioned items. Point out that they have pictures that show very little. Allow them to complete the pictures. Explain that the words in a selection are used in much the same way as the strokes and colors of crayons, paints, and brushes.

Direct the learners to locate a poem, story, or play which describes a setting. Ask the learners to share the selection with other learners, and ask them to identify the setting and state the words which provide the images.

Select a picture from a book, newspaper, or magazine. Remove the people and objects that stand out. Tell the learners to look at the background and write an appropriate story complete with characters and an identification of time of year or place in the world.

Stimulate the learners to write a fantasy or a realistic story. Provide time for the learners to enjoy the stories during the weekly "Show and Tell" period.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** EF

Subskill Recreational Listening: Figurative Language **Objective No.** 9

Objective Given an oral selection, the learner will identify the words which convey a sensory image.

Cross Reference to Reading Objectives EC1, EC15, EC21, EL9, EL10, EL11, FL6, FL7, FL8, FL9, FL10

Teaching/Learning Strategy

Assemble such items as cotton, sandpaper, cologne, rice, marbles, checkers, foil, plastic wrap, rattles, raisins, salt, silk, and clay. Place each item in a suitable container, and put everything in a large box or bag. Allow a learner to select an item. Caution the learner to hide the item and then describe it to the group. Encourage another learner to state the identity of the object. Continue in this manner until all of the items are identified. Discuss the senses through which the items are experienced.

Designate one period a month as a "Sharing Day." Explain that the learners are to select a favorite smell, sight, taste, feeling, or sound. Tell the learners to use as many terms as possible to describe the experience so that each listener receives a vivid impression of the item.

Read several selections similar to the samples given below. Ask the learners to illustrate or state the sensory images in each.

Girls and boys, come out to play,
The moon doth shine as bright as day;
Leave your supper and leave your sleep,
And come with your playfellows into the street.
Come with a whoop, come with a call,
Come with a good will or not at all.
Up the ladder and down the wall,
A half-penny roll will serve us all.
You find milk and I'll find flour,
And we'll have a pudding in half an hour.

From Mother Goose

(Continued)

OBJECTIVE NO. EF-9 (cont.)

From Sadaiye, A.D. 1235 (Japan)

A fluttering mass of cherry
petals - and there comes,
pursuing them - the storm!

From Mother Goose

Runs all day and never walks,
Often murmurs, never talks.
It has a bed but never sleeps,
It has a mouth, but never eats. (river)

Use other selections, such as "Cinderella," "The Three Bears," and "The Real Princess." Refer to the Curriculum Guide for Science, Primary Two and the Curriculum Guide for Health and Safety, K-8 published by the Board of Education, City of Chicago.

Criterion

The learner will identify the sensory image with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening Level EF

Subskill Recreational Listening: Figurative Language Objective No. 10

Objective Given an oral selection, the learner will identify and explain the figurative language.

Cross Reference to Reading Objectives EL9, EL29, FC12, FC13, FC14, FC15, FL8

Teaching/Learning Strategy

Review the term connotation. Ask the learners to give an example. Accept an example such as, "He feasted his eyes on the painting." Explain that authors use figurative language to clarify and sharpen an idea or mental picture. Point out that figurative language is invaluable when writing poetry because fewer words are needed.

Write the following figurative language on the chalkboard. Ask the learners to interpret each. Direct the learners to examine books and magazines. Tell them to find examples of figurative language and write them on paper. Provide time for them to read the phrases to the group to elicit an interpretation from another learner.

as high as the sky
he boxed his ears
as thin as a rail
she walked on air

Read a selection such as "A Visit from St. Nicholas" by Clement B. Moore. Lead a discussion of the work. Ask the learners to identify and explain examples of figurative language in the poem. Point out how the expressions help the learner to "see" the subjects and the action.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening — **Level** EF

Subskill Recreational Listening: Figurative Language — **Objective No.** 11

Objective Given an oral poem, the learner will identify the element of alliteration.

Cross Reference to Reading Objectives EL13, FL11

Teaching/Learning Strategy

Tape the following Mother Goose rhymes and write them on the chalkboard. Play the recording for the learners; then tell the learners to record the poems. Allow the learners to listen to their recordings. Direct their attention to the chalkboard and ask whether they notice anything unusual about the poems. Help them to identify the alliterative pattern. Ask them to locate or recall other examples and share them with the group.

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked,
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

A farmer went trotting upon his grey mare,
Bumpety, bumpety, bump!
With his daughter behind him so rosy and fair,
Lumpety, lumpety, lump!

Cut sheets of tagboard or construction paper into four-inch squares. Place a different letter of the alphabet on each piece. Pass one square to each learner; then direct the learners to write as many words as possible which begin with the designated letter. Tell the learners to compose simple statements or a poem in which they use the letter several times on a line. Allow them to read the selections to the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Recreational Listening: Deriving Enjoyment **Objective No.** 12

Objective Given a humorous oral selection, the learner will respond appropriately.

Cross Reference to Reading Objectives EC14, EL29, FL22, FL23

Teaching/Learning Strategy

Use an event such as a school assembly to review the standards for audience behavior. Remind the learners that it is permissible to respond to humor in a courteous manner. Ask the learners to identify situations which are humorous. Attend the assembly and discuss the presentations. Allow the learners to describe favorite selections.

Label one "Show and Tell" period "The Comedy Hour." Prepare the learners for the experience and allow time for them to assemble humorous stories, poems, jokes, and riddles. Select a mistress and a master of ceremonies. Help them prepare a program. Establish guidelines for the quality of the humor. Allow the learners to participate in the experience.

Add several humorous storybooks to the room collection. Ask the music teacher to teach humorous songs and ballads. Read a tall tale and encourage the learners to respond appropriately.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** EF

Subskill Recreational Listening: Deriving Enjoyment **Objective No.** 13

Objective Given a dramatic selection orally, the learner will state the realistic elements.

Cross Reference to Reading Objectives EC19, EL8, EL14, EL22, EL28, EL31, FL15, FL18, FL19, FL23, FL25

Teaching/Learning Strategy

Introduce a discussion of drama and realism by using the following chart:

Realistic Dramas
Can be about something that happened. Can frighten or worry you. Can make you begin to be more careful.

Ask the learners for additional input. Tell them to state characteristics of a realistic selection. Ask the learners to give examples of dramatic stories, movies, plays, or poems.

Plan to present a dramatic play for a school assembly or another class. Select a suitable play and read it to the learners. Discuss the plot, theme, setting, and characterization. Assign parts to some of the learners. Give some learners the responsibility of preparing simple scenery, programs, sound effects, and costumes. Allow the learners to write invitations to parents. Practice the play numerous times and present it for an audience.

Coordinate the study of realism with social studies units. Provide additional background by establishing a "Current Events Day." Encourage the learners to write a dramatic story about a possible emergency situation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

**Speech is a mirror of the soul;
As a man speaks, so is he.**

Publilius Syrus

SPEAKING

Skill Speaking *Level* EF

Subskill Mechanics of Speaking: Correct Pronunciation *Objective No.* 1

Objective Given a list of words, the learner will identify the variant sounds of c, g, and s and will correctly pronounce the words.

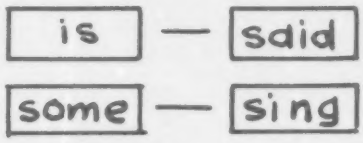
Cross Reference to Reading Objectives EW1, EW2, EW3, EW4, EW5, EW6, EW7

Teaching/Learning Strategy

Say the words sit and city. Ask the learners to repeat these words. Ask if these words begin with the same sound. Write sit and city on the chalkboard. Explain that the first sound in each word is the same, but that two different letters stand for that sound. Repeat this activity using--

city/call -- same initial consonant but different sounds
gym/jump -- same initial sound but different letters
gas/giant -- same initial consonant but different sounds

Write and say pairs of words containing variant sounds of s. Have the learners listen to the words and state whether the sound of s is the same or different in the word pairs.



Select words such as the following from the Dolch list. Have the learners repeat each word. Ask the learners if the sound of c is hard or soft. Formulate the generalization that when c is followed by e, i, or y, it has a soft sound. Extend the activity to include the variant sounds of g and s.

clap clear cloth crayon crane

Play the game "The Snakes and the Bees," as follows. Divide the learners into pairs. Identify one learner as the "snake" (sss sound of s) and the other learner as the "bee" (zzz sound of s). Give each learner a piece of paper and a pencil. Keep a list of variant sound of s words. Review the word list orally before the game. Set a time limit. Instruct the pairs of learners to write down as many words with their sound of s as they can, when the teacher says, "Go!" Count the word lists of the snake (sss sound of s) and the bee (zzz sound of s). Determine the winner in each pair by the number of correct words written. Switch the pairs and continue to play.

(Continued)

OBJECTIVE NO. EF-1 (cont.)

Suggested word lists for the variant sounds of s follow:

Snakes (sss sound of s)			Bees (zzz sound of s)	
ask	said	so	as	is
best	saw	some	because	please
fast	say	soon	does	these
first	see	stop	goes	those
its	sing	this	has	use
just	sit	us	his	was
must	sleep	yes		

Review sounds of c, g, and s. Compile a list of words containing these consonants with different sounds. Have the learners correctly pronounce the word and identify the sound heard in each word.

Hard C	Soft C	Hard G	Soft G	S Sound	Z Sound
cup	mice	goat	gym	bus	was
card	city	go	cage	sit	use

Criterion

The learner will identify the variant sounds of c, g, and s in words and will correctly pronounce the words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 2

Objective Given a list of words with consonant blends, the learner will identify the blend and will correctly pronounce the words.

Cross Reference to Reading Objectives EW8, EW9, EW10, EW11, EW12

Teaching/Learning Strategy

Display picture cards of objects that begin with two-letter consonant blends. Say the word for each picture. Have the learners repeat the word and write the two letters that stand for the first two sounds in the word. Use pictures of the r blends.

drum

broom

dress

tree

Compile a list of Dolch words beginning or ending with consonant blends. Make flash cards for each word. Present words orally and call on the learners to say the words and to state the letters in the blends. Supplement the word list with words from the basal reader. Encourage the learners to understand the meaning of the words.

around (FW26)	first (FW26)	please (CW18)
ask (DW12)	fly (DW12)	pretty (CW18)
best (FW26)	found (FW26)	round (DW12)
black (CW18)	from (DW12)	sleep (FW26)
blue (BW30)	green (FW26)	stop (DW12)
brown (CW18)	just (DW12)	write (FW26)
fast (FW26)	must (CW18)	work (FW26)
find (BW30)	play (BW30)	wound (FW26)

Develop several sets of flash cards for words beginning or ending with consonant blends. Have the learners categorize the flash cards. Try to have five or more flash cards in each category. Include categories and blends as follows: beginning consonant blends--br, cr, dr, fr; ending consonant blends--rt, rk. Present the flash cards to the learner. Have the learner say the word correctly and identify the consonant blend. Analyze the learners' responses.

(Continued)

OBJECTIVE NO. EF-2 (cont.)

Make up riddles using words containing consonant blends. Have the learners answer the following riddles.

1. Something that is on the ground and is green.
   Begins with gr.
2. Name of a board with four wheels.
   Begins with sk.
3. Opposite of east.
   Ends with st.
4. What do you do with a pencil?
   Begins with wr.
5. What you do at night.
   Begins with sl.

Answers

1. grass 2. skate 3. west 4. write 5. sleep

Criterion

The learner will identify consonant blends in words and will pronounce the words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 3

Objective Given a set of words with consonant digraphs, the learner will identify the consonant digraphs and correctly pronounce the words.

Cross Reference to Reading Objectives EW28, EW29

Teaching/Learning Strategy

Display picture cards of objects that begin with consonant digraphs. Say the word for each picture. Have the learners repeat the word for each picture and write the two letters that stand for the initial consonant digraph.

shoe

chicken

whale

phone

Extend activity to include pictures that end with consonant digraphs. Guide the learners to speak clearly and to pronounce the word correctly.

Compile a list of Dolch words beginning or ending with consonant digraphs. Make flash cards for each word. Present words orally and call on the learners to say the words and to state the letters in the blends. Supplement the word list with words from the basal reader. Encourage the learners to know the meaning of the words.

both (FW26)	the (BW30)	wash (FW26)
she (CW18)	them (DW12)	when (DW12)
sing (FW26)	they (CW18)	where (BW30)
thank (DW12)	think (DW12)	which (FW26)
that (CW18)	those (FW26)	wish (FW26)

Write nk, ng, ph, and wh on the chalkboard. Ask learners to list words containing these digraphs. Review digraph lists with the learners. Have them correctly pronounce the words on the list.

Criterion

The learner will identify consonant digraphs in words and will pronounce the words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 4

Objective Given a set of words with vowel digraphs, the learner will identify the vowel digraphs and correctly pronounce the words.

Cross Reference to Reading Objectives EW31, EW32, EW33, EW34, EW35, EW36

Teaching/Learning Strategy

Write a list of one-syllable words containing vowel digraphs in the final position. Say the word. Have the learners repeat the word. Make flash cards. Have the learners pair-off; one learner shows the flash card, the other learner pronounces the word. Include the following one-syllable words containing vowel digraphs in a final position:

see	bee	toe	way
play	flea	glue	doe
day	Joe	Sue	tree
sea	blue	tea	tee

Extend this activity to include words containing different vowel digraphs.

Place the following list of words on the chalkboard:

eat	seed	boat	pail
lean	seen	load	train
meat	feed	road	bait

Have the learners correctly pronounce each word. Ask the learners questions, such as the following:

What can we say about each of the words?
What do they all have in common?
What vowel sound do we hear in each word?
Do they seem to be alike in some way?

Continue to ask questions until learners respond with the generalization and are able to apply it to pronouncing the words.

(Continued)

OBJECTIVE NO. EF-4 (cont.)

Review the generalizations that when two vowels appear together, the first vowel usually is long, and the second vowel is usually silent. Answer the following riddles using words from vowel digraph lists.

1. Something we ride in that runs on tracks.
   vowel digraph ai

2. Something that sails in the water.
   vowel digraph oa

3. Something we do at recess.
   vowel digraph ay

Answers

1. train 2. boat 3. play

Criterion

The learner will identify vowel digraphs in words and correctly pronounce the words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 5

Objective Given a list of words containing vowel diphthongs, the learner will identify the vowel diphthongs and correctly pronounce the words.

Cross Reference to Reading Objectives EW17, EW18, EW19

Teaching/Learning Strategy

Explain that a diphthong is made by a continuous glide of the tongue from one vowel position to the other. Provide a list of words on the chalkboard, flash cards, or a chart for each diphthong. Read the words in each list to the learners and have the learners repeat the word lists. Include the following vowel diphthongs in the word lists:

ew	oi	oy	ow	ou
grew	coin	boy	now	house
new	join	loyal	brown	mouse
threw	soil	toy	town	mouth
stew	oil	annoy	how	south
chew	boiler	joy	gown	out

Mix up the words so that they are not in order and repeat the activity with the learners. Direct the learners to correctly and clearly pronounce each word.

Select known words from the Dolch list and from the basal reader which learners can use as models to associate the diphthongs heard with the letters that represent them. Show the learners sets of three flash cards, one of which contains a diphthong. Ask the learners to correctly pronounce each word and to identify the vowel diphthong. Include a set of flash cards similar to the following:

1.	boat	now	no
2.	he	treat	grew

(Continued)

OBJECTIVE NO. EF-5 (cont.)

Place words containing the diphthongs ew, oi, oy, ou, and ow on the chalkboard. Underline the diphthong in each word as follows:

flew boil boy cloud cow

Have the learners say the word and identify the diphthong. Add other word cards containing diphthongs. Have the learners correctly pronounce the words and identify the diphthongs.

Answers

1. now 2. grew

Criterion

The learner will identify vowel diphthongs in words and correctly pronounce the words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 6

Objective Given a list of words containing vowels controlled by l, w, or r, the learners will correctly pronounce the words.

Cross Reference to Reading Objectives EW16

Teaching/Learning Strategy

Tell the learners that vowel sounds can change if followed by the letters l, w, or r. Use the Dolch list supplemented with words from the basal reader. Write the words on flash cards. Read the words in each list to the learners and have the learners repeat the word lists. Use the following l-, w-, or r-controlled vowel word lists.

L-Controlled Vowels		W-Controlled Vowels		R-Controlled Vowels	
chalk	haul	saw	hawk	her	for
always	salt	paw	lawn	bird	far
call	halt	claw	fawn	fur	over
tall	malt	draw	awning	fir	horn
wall	walk			tar	horse

Mix up the words so that they are not in order and repeat the activity with the learners. Direct the learners to correctly and clearly pronounce each word. Extend this activity to words containing an l-, w-, or r-controlled vowel.

Show the learners sets of three flash cards, one containing an l-, w-, or r-controlled vowel. Ask the learners to correctly pronounce each word and to identify the controlled vowel. Include the following words:

1.	tap	tea	tar	(tar)
2.	hen	her	hear	(her)

Criterion

The learner will pronounce words containing vowels controlled by l, w, or r with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 7

Objective Given a list of words ending in y, e, and fe written in both the singular and plural form, the learner will identify the singular or plural form and correctly pronounce the word.

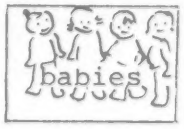
Cross Reference to Reading Objectives EW37, EW38, EW39, EW40, EW41

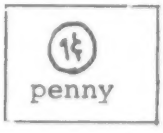
Teaching/Learning Strategy

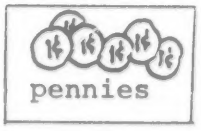
Introduce the concept of singular and plural to the learners. Hold up one pencil and ask the learners what it is. Instruct the learners to respond, "A pencil." Write on the chalkboard, "I have a pencil." Underline pencil. Hold up two pencils and ask the learners to respond. Write on the chalkboard, "I have two pencils." Underline pencils. Continue this activity until the learners realize that plurals change the form of a word, usually by adding s.

Write a list of words from the Dolch list and the basal reader in singular and plural form on the chalkboard. Call on the learners to pronounce words and state whether they are singular or plural. Have the learners make up a sentence with each word to reinforce the concept.

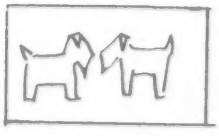
Guide the learners to understand that some singular nouns ending in y change the y to i and add es to form the plural. Use picture word cards to guide learners to recognize this pattern. Display the following pairs of picture word cards:







Make several pairs of picture word cards similar to the following:



(Continued)

Direct the learners to correctly pronounce the words used to describe the pictures. Have the learners write the missing word on the chalkboard. Have the learners make up sentences using the missing word correctly. Adapt this activity to indicate that some nouns ending in f or fe form their plurals by changing the f to v and adding either s or es.

Make a set of flash cards for words ending in y, e, and fe. Use both the singular and plural forms of the words. Show the flash cards to the learners. Direct the learners to pronounce the words correctly and to tell if the words are in the singular or plural form. Include flash cards similar to the following:

y → i + es		e → + s		f/fe → ve + s	
army	armies	apple	apples	wife	wives
penny	pennies	cane	canes	life	lives
party	parties	bride	brides	knife	knives
berry	berries	line	lines	shelf	shelves
library	libraries	stage	stages	scarf	scarves

Criterion

The learner will pronounce and identify the singular and plural form of words ending in y, e, and fe with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 8

Objective Given the correct pronunciation of a list of new vocabulary words at Level EF, the learner will correctly pronounce the words.

Cross Reference to Reading Objectives FW26

Teaching/Learning Strategy

Review the sight words at BW30, CW18, DW12. Write the sight words on flash cards. Show the flash cards to the learners. Have the learners say each word. Record errors. Have the learners pair-off: one learner flashes the cards; the other learner pronounces the word. Have the learners record the number of correct responses and the time elapsed. Try to stimulate competition.

Present a list of vocabulary words at Level EF to the learners. Use a list of words from the Dolch list supplemented with words from the basal reader. Model a correct pronunciation of these words; then have the learners pronounce them correctly. Record errors and guide the learners to the correct pronunciation of these words.

Play the game "Bingo" as follows. Make several learner response cards from tagboard, cardboard, or heavy construction paper. Divide the response card into 25 squares: five across and five down. Write a different EF sight word in each square on each card. Organize placement of EF sight words so that no two response cards are exactly alike. Vary words and placement of words on response cards. Distribute one response card and several place markers (small construction paper squares) to each learner. Have the Bingo caller pull out an EF sight word card and pronounce the word correctly and clearly for the learners. Do not allow learners to see the caller's word card. Continue to play until a learner has five squares covered in a line or on a diagonal. Have the learner pronounce correctly and clearly each of the words he/she has covered when presenting a winning card. The winner is the first learner to correctly pronounce the appropriately covered words. The winner is the caller of the next Bingo game. Expand the Bingo game to include word lists from the basal reader and from content areas.

(Continued)

OBJECTIVE NO. EF-8 (cont.)

Display a set of EF sight word cards. Have the learners classify the word cards according to the following categories:

words containing variant sounds of c, g, and s
words containing consonant blends
words containing consonant digraphs
words containing vowel digraphs
words containing vowel diphthongs
words containing vowels controlled by l, w, or r.

Direct the learners to pronounce the words correctly and clearly.

buy	use	gave	sit	many
first	sleep	fast	wash	your
been	pull	cold	sing	call
tell	these	read	or	use
fast	very	upon	blue	off

Criterion

The learner will correctly pronounce a list of Level EF vocabulary words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 9

Objective Given instruction on pronunciation, the learner will recite a poem or song using correct pronunciation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide an accurate model of the correct pronunciation of a poem or song using letter sounds. You may use such songs as "Marching on Parade," p. 15, and "The C-H Digraph CHA," p. 23 in Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels, published by the Chicago Board of Education. Demonstrate the song. Make sure you are using the correct pronunciations for these sounds. Have the learners sing and learn the songs, stressing correct pronunciation of the sounds.

Select an appropriate poem for learners to recite. Say the poem and make picture stimulus cards for each verse as shown below:

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.

Encourage the learners to make their own picture stimulus cards. Show the picture stimulus card to the learners as you say the verse. Guide the learners to recite the verse when they see the appropriate picture card using correct pronunciation. Lead the learners to recite the entire poem from memory.

Direct the learners to select an appropriate song to sing. Guide the learners to pronounce the words clearly and correctly when singing their songs. Have the learners tape their songs on a cassette recorder to have a "radio" show or have the learners sing their songs for their classmates or for another room.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Volume Control **Objective No.** 10

Objective Given a situation and instruction on vocal tone, the learner will adjust his speaking voice to loud, soft, or normal.

Cross Reference to Reading Objectives

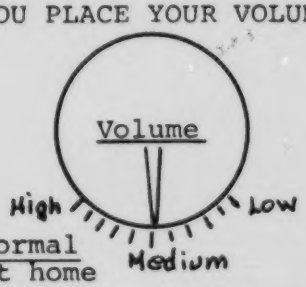
Teaching/Learning Strategy

Initiate a discussion on identifying situations in which speech should be loud, soft, or normal. Guide the learners to understand the social courtesies involved in determining volume control. Use such examples as the following:

It is courteous to speak softly in a library so that you don't disturb others.
It is courteous at other times to speak louder so that everyone can hear you.

Develop a classroom chart detailing instances when one needs to adjust volume control. Place volume control dial under heading. Use a paper fastener to attach adjustable dial.

WHERE DO YOU PLACE YOUR VOLUME CONTROL?



Loud	Normal	Soft
for an oral report	at home	in libraries
in an assembly	in the lunchroom	in the classroom
in a song	in a discussion or conversation	at a group activity
on the playground		in church

Make a set of situation cards for the learners. Have the learners draw a card and deliver the message in the appropriate voice. Use the following suggested card format.

(Continued)

OBJECTIVE NO. EF-10 (cont.)

Card One

Jim is outside playing, and he wants to say "Hello" to a friend walking across the street.

Card Two

Maria is in class, and she wants to ask a question.

Card Three

The teacher is reading a story to the class.

Guide learners to pronounce words correctly and clearly and to use appropriate gestures. Have learners improvise their own situations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 11

Objective Given a written statement, the learner will recite the statement using vocal intonations to indicate meaning.

Cross Reference to Reading Objectives EC11

Teaching/Learning Strategy

Provide instruction on how vocal intonation can indicate meaning in a sentence. Use the following example to explain this:

He	wrote	that	book recently.	Stressing wrote and book to state a fact of achievement
He	that	wrote	book recently.	Stressing that to show amazement or disbelief

Use a language master to record several word cards. Use different vocal intonations to indicate meaning. Some suggested word cards follow:

stop	hello	help

Have the learners listen to the word card and describe the situation the vocal intonation suggests. Instruct the learners to write and to record their own language master cards using appropriate vocal intonations.

Record several sentences on a cassette recorder. Have the learners listen to the sentences and describe the situation the vocal intonation suggests. Direct the learners to write and record a sentence using appropriate vocal intonations.

Have the learners form small groups, and give each of them a sentence to practice with their group. Have them alter the vocal intonations of the sentences in various ways so that the sentences will have a variety of meanings. Encourage the use of appropriate gestures. The following sentences may be used:

(Continued)

Look at my new coat!
(Indicate excitement.)
Look at my new coat!
(Indicate disgust after you got mud on it.)
What a day this has been!
(Indicate happiness.)
What a day this has been!
(Indicate disgust.)

Allow the learners to select a story from the basal reader or an appropriate literature book to read aloud to the class. Stress the importance of vocal intonation in oral reading. Have the learners read the story silently, then aloud. Direct the learners to speak clearly, pronounce words correctly, use appropriate vocal tone, and to stand or sit correctly. Have the learners share the storytelling experience.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 12

Objective Given instruction on volume control, the learner will speak in an appropriate voice.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Record two short stories on a cassette recorder. Use a monotone voice in telling one story and an appropriately expressive voice in telling the other story. Direct the learners to listen to both stories and to compare and contrast the presentations. Direct the learners to be cognizant of appropriate volume control to indicate meaning in expressions.

Write on the chalkboard common phrases. Have the learners put whatever meaning they wish to the sentence by using appropriate vocal intonations. Use phrases such as the following, omitting punctuation so that learners may insert their own.

Look at that
See what I've got
I'm a good boy

Present a play with expressive characters and emotional scenes, such as The Three Billy Goats Gruff. Allow the learners to be very expressive in their character portrayals.

Have the learners portray a familiar neighborhood scene or event. Guide the learners to understand that their vocal intonations will help express their meaning.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 13

Objective Given a short script, the learner will use vocal intonations to indicate the emotions of characters.

Cross Reference to Reading Objectives EC10, EC11, FC20

Teaching/Learning Strategy

Have the learners listen to a short play on WBEZ or WTTW. Ask the learners to describe the character(s) from listening to the play's dialogue. Guide the learners to use the vocal intonation as clues to indicate the emotions of the characters.

Have the learners present a short, familiar play. Prepare scripts for each character. Instruct the learners to utilize the appropriate vocal intonations to indicate the emotions of their characters. Include all class members in the production. Assign various tasks to learners, such as making costumes, designing scenery, and promoting the play. Suggested plays include Little Red Riding Hood, The Three Pigs, or an appropriate play from the basal reading series.

Have the learners create and enact original scripts for a different version of a popular television show. Have the learners dictate their own scripts as they originate their own version of an adventure story. Encourage the learners to make their own costumes and scenery.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 14

Objective Given a speaking situation, the learner will speak at the appropriate rate.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Initiate a discussion on adjusting the rate of speaking as a courtesy to the listeners and as a function of time. Tape record an informal conversation and a set of directions. Play back the tape; have the learners discuss the differences in the rates of speaking in both instances. Guide the learners to discover the purpose of rate adjustment in speaking. Develop a chart detailing when it is appropriate to speak slowly, normally, and quickly.

ADJUST YOUR RATE OF SPEAKING

Speak slowly when--	Speak normally when--	Speak quickly when--
giving directions	talking to a friend	alerting others to danger
giving an explanation	presenting a topic	saying "hello" to friends
introducing people	reciting in class	
	asking a question	

Set aside a specific time to present a 15-minute television news show for the class. Allow learners to choose their roles in the telecast and establish specific lengths of time for each presentation. Include the following roles and time allotments:

Five Minutes	Two Minutes	One Minute
anchor person	room news reporter	announcer
	school news reporter	commercial announcer
	sports reporter	weather person

Inform learners that some situations require an adjustment in the rate of speaking as a courtesy to listeners and a function of time. Vary formats, roles, and time distribution to stimulate learners to present their own television show.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 15

Objective Given a selection to read orally, the learner will use an appropriate voice quality.

Cross Reference to Reading Objectives EC6, EL14, EL27, FC10, FL13, FL14

Teaching/Learning Strategy

Create a mood. Say, "I'm going to read you a poem about Halloween. Pretend it's Halloween night as you listen. Close your eyes and listen for the word pictures." Read the Halloween poem aloud. Use appropriate vocal quality to emphasize the air of mystery and suspense. Encourage learners to discuss how they feel after the poem. Guide learners to understand the importance of voice quality in oral reading.

Read to the learners a scary, happy, and sad poem. Have the learners illustrate the mood and content of each poem. Have the learners interpret their pictures. Have a learner read a short poem to the class. Direct other learners to illustrate the mood and content of the poem and to discuss their interpretations.

Have the learners read orally some selections in their basal readers. Prepare them for this activity by determining how they will indicate the mood and content of the selection before reading the selection. Emphasize that speech mechanics, including vocal quality, are essential in effective storytelling.

Have the learners portray the characters in selections such as The Three Billy Goats Gruff or The Three Pigs. Provide the learners with an opportunity to dramatize a character's mood and feelings. Have the learners enact the play. Emphasize how the adjustment of voice quality will indicate the mood or content of the story.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking

Level EF

Subskill Mechanics of Speaking: Use and Control of Body

Objective No. 16

Objective Given a role in a play, the learner will use gestures to correctly indicate the character's emotions.

Cross Reference to Reading Objectives EC10, EC11, EL8, EL25, EL32, FL14, FC20

Teaching/Learning Strategy

Make a set of flash cards, using various words to describe moods. Have the learners select cards and pantomime the moods to other learners. Show the learners the importance of gestures and facial expressions in conveying a mood. Have the other learners guess the mood and accept appropriate synonyms. Extend this activity to include characters of familiar plays.

Select a folk tale to read to the class. Prepare the learners for listening to the story by telling them that some folk tales started long, long ago as people tried to explain where things in nature came from and why things happened. Read the story aloud, displaying illustrations as the reading progresses. Complete the folk tale. Ask the learners to pantomime the folk tale, using the illustrations as a guide. Direct the learners to use appropriate gestures and facial expressions to portray their character. Stress the importance of gestures in using pantomime. Extend this activity to include improvised dialogue.

Choose a familiar story which has several characters. Prepare the learners to enact a short play about the story. Simplify the scripts if necessary. Allow the learners to select the characters they want to portray. Guide the learners to be very expressive and representative of their characters by using gestures and facial expressions. Explain that gestures and expressions often help clarify a character's emotions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Standards **Objective No.** 1

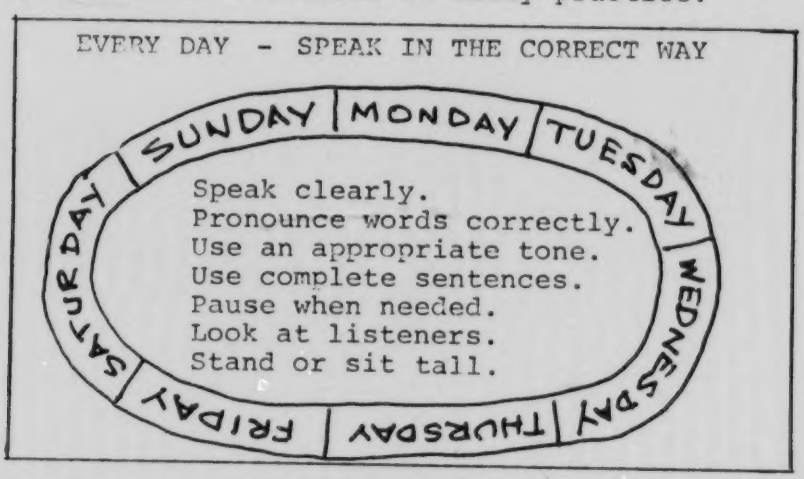
Objective Given acceptable standards for speaking, the learner will use them in daily practice.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide models of acceptable speaking standards; include such models as the principals, teachers, and announcers heard on WBEZ. Tell the learners that clear speaking assists the listener in understanding the speaker. Encourage the learners to listen critically and imitate good speech models.

Discuss the acceptable standards for speaking. Have the learners contribute their ideas and make a wall chart to remind the learners to use these standards in daily practice.



Structure classroom activities to facilitate verbal communication. Ask questions, make comments, or assign topics that require a verbal response. Guide the learners to use acceptable speech standards in their responses. Tape-record the learners' responses, replay the tape, and direct the learners to analyze the responses to determine if the speech patterns are acceptable. Encourage the learners to use acceptable standards of speaking in daily practice.

(Continued)

OBJECTIVE NO. EF-1 (cont.)

Help the learners understand the importance of speech standards. Provide opportunities for verbal communication in the classroom. Involve the learners in informal conversations, oral reports, oral reading, and storytelling. Guide the learners in using acceptable speech standards. Evaluate these forms of verbal communication. Ask the learners to evaluate their oral presentations. Include questions similar to the following:

Did I speak clearly?
Did I pronounce the words correctly?
Did I speak in an appropriate tone?
Did I use complete sentences?
Did I pause at appropriate places?
Did I look at listeners?
Did I stand erect?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level EF

Subskill Ability to Communicate Orally: Standards Objective No. 2

Objective Given an opportunity to speak, the learner will determine the purpose for speaking.

Cross Reference to Reading Objectives EC5, FC1

Teaching/Learning Strategy

Guide the learners to understand the variety of purposes for speaking. Compile a list of purposes for speaking, such as--

to discuss a topic or concern
to entertain
to state a comment
to give directions
to provide information
to give an interpretation.

Emphasize the importance of identifying the purpose for speaking.

Have the learners listen to several models of good speech. Utilize teachers, students, and WBEZ broadcasters as examples of acceptable standard speech. Direct the learners to identify the intended purpose of the speech in each instance.

Set aside a particular time for the learners to speak. Direct the learners to have a specific purpose in mind before they begin their speech. Guide the learners to speak clearly and in complete sentences. Have the other learners identify the purpose of each speech.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level EF

Subskill Ability To Communicate Orally: Standards Objective No. 3

Objective Given a set of questions related to a topic, the learner will answer the questions.

Cross Reference to Reading Objectives EC18, ES10, FC3, FC31, FS10

Teaching/Learning Strategy

Read a selection on a specific topic. Ask the learners questions related to the selection. Guide them in answering the questions directly. Practice having the learners repeat the question in stating their answers. Use the example which follows:

Who has the bright blue ball?
Bill has the bright blue ball.

Prepare five questions related to an appropriate reading selection in the basal reader or in a content area text. Include questions using who, what, when, where, and why. Discuss the questions before the silent reading. Have the learners read the selection and locate the answer to the question. Select a learner to read aloud the sentence that answers the question.

Direct the learners to scan the reading selection to locate the sentence that specifically answers the question. Include why and how questions. Have the learners give logical answers based on the story content and justify their responses.

Assign the learners several questions related to a familiar topic. Instruct the learners to be specific in answering the questions and to answer in a complete sentence.

Criterion

The learner will answer a set of questions related to a topic with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking Level EF

Subskill Ability To Communicate Orally: Standards Objective No. 4

Objective Given an opportunity to explain something, the learner will provide an explanation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide the learners with opportunities to explain things of interest, special events, instruction, how they feel, and the reason for doing something. Stress the importance of giving clear directions.

Write a set of directions for the learners. Have them read and follow the directions. Begin with simple directions such as the following:

Get a sheet of arithmetic paper.
Fold the paper into four equal sections.
Draw two balls in each of the top two sections.
Draw four hats in each of the bottom two sections.
Color four balls red.
Color seven hats brown.
Bring the finished paper to the teacher.

Examine the learners' responses. Keep a list of the errors. Review each direction orally with the learners. Guide the learners to give clear and precise directions when explaining something. Have the learners alternate writing a new set of directions for the class and for a small group.

Set aside time for the learners to explain to the class how to play their favorite game. Direct the learners to speak clearly and in complete sentences when presenting their explanation. Have a learner or several learners play the game after a presentation. Evaluate the effectiveness of the oral explanation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill: Speaking — Level EF

Subskill: Ability To Communicate Orally: Standards — Objective No. 5

Objective: Given the responsibility to accurately report information, the learner will speak on an informative selection.

Cross Reference to Reading Objectives: ES10, FS10

Teaching/Learning Strategy

Read a short, informative selection and have the learners accurately report the information. Guide the learners to listen carefully and to use question words in recalling information. Write the following words on the chalkboard to assist the learners: who, what, when, where, why, and how.

Have the learners view a film, filmstrip, or television program. Help the learners to give an interesting and accurate report on what they saw and heard. Direct the learners to--

gather the information accurately
arrange the information in sequential order
present the information directly and briefly.

Help learners organize a "News Show." Structure various events in the classroom for the learners to report on, such as a spelling bee, a science project, or an art fair. Assign roles to the learners for the "News Show." Assist them in the preparation of an accurate report.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking Level EF

Subskill Ability To Communicate Orally: Responsibility of the Speaker Objective No. 6

Objective Given the opportunity to speak on an interesting topic, the learner will speak directly to the audience.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide opportunities for the learners to talk on personal experiences of interest to their classmates, such as a class excursion. Direct the learners to work from spontaneous remarks to organize talks based on the specific events of the class excursion. Guide the learners to speak clearly and in complete sentences.

Allow the learners to select an interesting topic to present to the class. Point out the importance of directing the learners' talks to the level and background of the listeners. Instruct the learners to involve their listeners in the presentation by relating questions to the common experiences of the listeners; for example:

> Have you ever walked to the public library?
> Have you ever made chocolate milk?

Help the learners organize their thoughts before talking to the group. If necessary, write a short sentence about each selection on an index card. Instruct the learners to speak clearly and in complete sentences. Remind the learners to be attentive listeners during the oral presentations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Responsibility of the Speaker **Objective No.** 7

Objective Given an opportunity to participate in a group discussion, the learner will act in the role of a discussion leader and as a participant.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss with the learners the courtesies essential to becoming an effective discussion leader and an active group participant. Include the following points in the discussion:

Stay on the topic.
Contribute appropriate responses.
Listen attentively to others.
Allow others to finish before talking.

Encourage an impromptu discussion on a situation or topic that would be of interest to the class. Utilize various situations to stimulate these impromptu discussions. Use such topics as--

care of a room pet
preparation for a holiday or special assembly
plans for a library or science corner.

Divide the learners into small discussion groups and select a discussion leader for each group. Assign the same topic to each group. Allow an adequate amount of time for the group to discuss the topic and for the discussion leader to summarize the points for the group. Monitor the discussion groups to provide every learner the opportunity to contribute. Stop the small discussion groups and direct the leaders to relate the points of their discussion group to the entire class. Ask the leaders to eliminate any point previously mentioned. Keep a list of the points and encourage the learners to begin the activity discussed. Continue this activity by changing discussion group participants, leaders, and topics.

(Continued)

Allow the learners to organize committees to prepare for a classroom project. Help the learners to understand the importance of discussing ideas and suggestions with their group. Encourage learners to work together on the project. Some suggested projects follow:

Academic Olympics	Play or Musical
Art Fair	Special Event
Holiday Play and Fair	Science Fair

Select a learner to be the discussion leader in each of the discussion groups. Monitor the discussion groups and encourage every learner to contribute to the discussion. Allow a reasonable period of time for the participants to discuss the topic. Have the discussion leader summarize the points and report to the class. Provide opportunities for the learners to serve as discussion leaders and participants.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking *Level* EF

Subskill Ability To Communicate Orally: Organizing Ideas *Objective No.* 8

Objective Given the opportunity to speak on a special event or activity, the learner will organize his/her ideas.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read or tell a story to the learners. Direct the learners to listen carefully and to prepare to retell the story. Help the learners organize the story into beginning, middle, and ending parts. Guide the learners to speak clearly, in complete sentences, and to organize ideas to present the story. Ask a learner to retell the story to the group.

Set aside a specific time for the learners to speak on a familiar topic or to tell favorite stories. Instruct the learners to organize ideas and to present speeches in an orderly manner. Have the learners divide their speeches into three parts: beginning, middle, and end. Ask the listeners if they understand the topic or story.

Set aside a specific time at the end of each day for the learners to report on special events or classroom activities. Assign a particular learner to review the events of the day. Keep a list of speakers to insure every learner has the opportunity to participate.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking *Level* EF

Subskill Ability To Communicate Orally: Organizing Ideas *Objective No.* 9

Objective Given a topic to present orally, the learner will obtain information to support the main idea.

Cross Reference to Reading Objectives EC4, FC6, FC7, FS11

Teaching/Learning Strategy

Select an appropriate paragraph from the basal reader or from a content area text. Direct the learners to read the paragraph silently and identify the main idea. Have the learners state the main idea and list the supporting ideas. Assist the learners in making a comparison between a well-organized written paragraph and a well-organized oral presentation.

Present topics about community helpers. Have each learner select a particular community helper to discuss. Have them prepare for their presentations by investigating their topic. Direct the learners to use library books, resource materials, content area texts, newspapers, magazines, and information obtained from interviews. Guide the learners in organizing the information to support the main idea of their topic. Take notes on the topics the learners present; then outline the information. Show how related ideas and information support the main idea.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 10

Objective Given an opportunity to express his/her feelings about a poem or story, the learner will use an appropriate vocabulary.

Cross Reference to Reading Objectives FC11

Teaching/Learning Strategy

Read aloud an appropriate poem. Have the learners describe the setting and mood of the poem. Encourage the learners to tell how the poem makes them feel. Keep a list of the vocabulary words used by the learners; compare and contrast these words.

Zoo Animals
by Eddis Stevenson

I like zoo animals.
Lion cubs are playful, soft, and bright,
But when they grow up they might fight.
Do you like zoo animals?
I hope you do.
Because if there weren't any animals
We couldn't go to the zoo.

From The Green Taste of Life, published by the Chicago Board of Education, p. 112.

Read a very descriptive story. Ask the learners to retell parts of the story, using their own words. Stress the importance of learning and using new vocabulary words. Make word cards for the new vocabulary words. File the cards in the "Word Treasure Chest" according to categories. Change categories to include the following:

Animal Words	School Words
lion	library
tiger	lunchroom
camel	playground
elephant	gym
snake	principal's office

(Continued)

OBJECTIVE NO. EF-10 (cont.)

Provide a list of Level EF descriptive words and phrases. Use the Dolch List (BW30, CW18, DW12, and FW26), basal reading series, and content area texts to compile the list. Promote this descriptive vocabulary list by providing opportunities for the learners to express their interpretations, feelings, and ideas. Establish bonus points or incentives for correctly using any of the EF descriptive words or phrases. Keep a tally of descriptive word usage. Name a "Word Wizard" for the day or the week.

Allow the learners to select a poem from the basal reader or an appropriate literature book. Have the learners read the poems to the class and tell their feelings about the poems. Ask the other learners to describe their feelings about the poem. Stimulate discussion by asking questions similar to the following:

Is the poem a happy poem?
Is the poem a sad poem?

Encourage the learners to use descriptive words in telling how they feel about the poem. Compare responses.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 11

Objective Given a list of words, the learner will identify and use the new vocabulary words which are synonyms.

Cross Reference to Reading Objectives FW11, FW12, FW13, FW26

Teaching/Learning Strategy

Introduce the term synonym to the learners. Provide examples such as huge, big; and sad, unhappy. Lead the learners to the conclusion that a synonym is a word which means the same or about the same as another word. Continue to say or write pairs of words, some of which are and some of which are not synonyms. Ask the learners to identify those pairs which are synonyms. Provide one word and ask the learners to supply a synonym. Continue this activity orally until the learners can easily supply the synonym. Provide examples such as the following:

merry - _____ street - _____
clean - _____

Use the Dolch List (BW30, CW18, DW12, and FW26), basal reading series, and content area texts to compile a list of descriptive EF level words and phrases. Organize the listing as follows:

Descriptive Word	Synonym
cold	frigid
fast	quick
red	scarlet

Continue to add new words to the list. Encourage the learners to give synonyms for the words.

Make a set of flash cards for Level EF words. Use the Dolch List, basal reader, and content area texts.

(Continued)

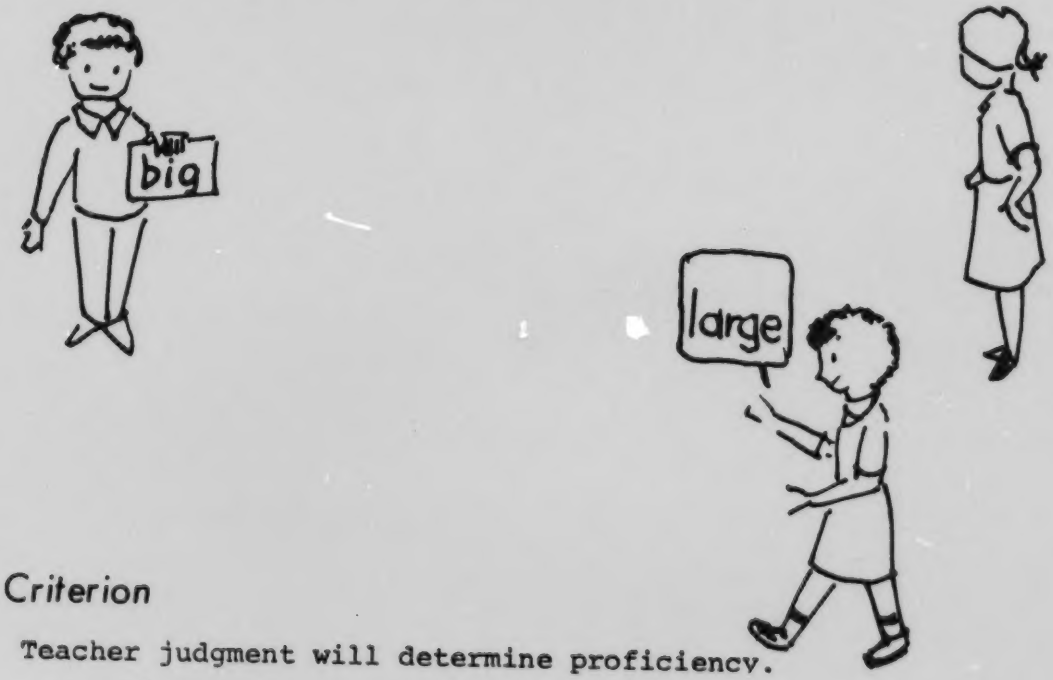
OBJECTIVE NO. EF-11 (cont.)

Play the "Wordflasher" game according to the following directions:

1. Select two learners.
2. Direct the two learners to stand at least 15 feet away from the wordflasher.
3. Instruct the wordflasher to show each learner an EF word card.
4. Have the first learner who gives an appropriate synonym aloud for the word move up one foot.
5. Have the first learner to reach the wordflasher be the wordflasher for the next game.
6. Try to have every learner participate in the game.

Answers

merry - happy; street - road; clean - wash



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 12

Objective Given a list of words, the learner will identify and use the new vocabulary words which are antonyms.

Cross Reference to Reading Objectives FW13, FW14

Teaching/Learning Strategy

Introduce the term antonym to the learners. Provide examples, such as fast - slow; first - last, and cold - hot. Lead the learners to understand that an antonym is a word that means the opposite of another word. Continue to say or write pairs of words which have the same meaning (synonyms) or have opposite meanings (antonyms). Ask the learners to identify the relationship that exists between the word pairs as either synonyms (same) or antonyms (opposite). Use the Dolch List (BW30, CW18, DW12, and FW26), basal reading series, and content area texts to compile a list of word pairs.

Write several incomplete sentences and a word list on the chalkboard. Have a learner read the sentence aloud and spell the antonym for the underlined word from the list. Help the learners to understand the relationship of words in the sentence and to use context clues in selecting the appropriate words. Use a format similar to the one which follows:

Word List	Sentences
before	1. July is after June but May is _____ June.
next	
of	2. The boys will stand on the left and the girls will stand on the _____.
off	
right	
write	3. If the light is _____ please turn it on when you come into the room.

Answers: 1, before 2. right 3. off.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 13

Objective Given a list of words with multiple meanings, the learner will orally use a word in a sentence and tell its meaning from context.

Cross Reference to Reading Objectives FW16

Teaching/Learning Strategy

Write the following sentences on the chalkboard:

This is our time to work.
John got a star on his work.

Read the sentences and discuss the meaning of the word work in each sentence. Lead the learners to understand that a word's meaning can vary depending on how it is used in a sentence. Continue this activity; use the following multiple-meaning words:

call	fast	wash
cold	right	

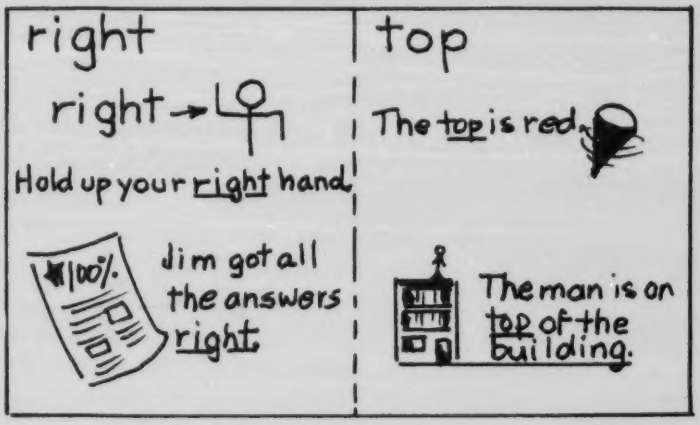
Write a set of three sentences containing the same multiple-meaning word. Have the learners read the sentences aloud and identify the two sentences in which the underlined word has the same meaning. Use sentences such as the following:

1. The girls will play ball today.
2. The children are working on the play for open house.
3. The school play will begin at 7 p.m.

Compile a list of words with multiple meanings. Point to a word. Have a learner pronounce the word and use it in a sentence. Have another learner use a different meaning of the same word in a sentence. Vary this activity. Divide the class into two groups. Write a set of flash cards for words with multiple meanings. Select a word card at random. Show the word card to the first learner in Group A. Instruct the learner to pronounce the word and use it in a sentence. Direct the first learner in Group B to pronounce the word and use a different meaning of the word in a sentence. Alternate the responses of the team until several meanings of the word have been stated. Select another word. Eliminate learners who mispronounce the word, fail to use the word in a sentence, or use the same meaning of the word as that of a previous learner. Continue to play until only one group is left.

(Continued)

Compile a list of words with multiple meanings. Use the Dolch List (BW30, CW18, DW12, and FW26), basal reader, and content area texts to compose the list. Have the learners make a picture dictionary for the multiple-meaning words. Fold several sheets of 8-1/2 by 11 inch paper in half. Write the word on top and have the learners complete the page(s) with illustrations and sentences using each meaning of the word. Use the following format:



Have the learners include other multiple-meaning words. Encourage the learners to share their picture dictionaries.

Answers

Sentences 2 and 3.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 14

Objective Given simple incomplete analogies, the learner will complete the analogies.

Cross Reference to Reading Objectives EC20, EC21, EC22, FW16

Teaching/Learning Strategy

Guide the learners to understand the relationship that can exist between words. List several relationships as follows:

Relationship	Word Pairs
Synonyms (words that have similar meanings)	big - large
Antonyms (words that have opposite meanings)	big - small
Animal or object related to a characteristic of that animal or object	scissors - cut
Reversal of a word	now - won

Say or write several word pairs. Have the learners identify the relationship that exists between the word pairs.

Review the relationships that can exist between words. Choose a specific word relationship and give the learner a word. Instruct the learners to say another word that best fits the relationship. Use examples similar to the following:

Teacher: Give me an antonym for the word hot.
Learner: Cold. (Accept any reasonable response.)

Present the learners with examples of two phrases that are related. Guide the learners to understand the relationship between the two phrases. Discuss the relationship that exists. Use phrases similar to the following:

Big is to large as little is to small.
Big is to little as large is to small.
Horse is to pony as dog is to puppy.
Sky is to blue as grass is to green.
No is to on as top is to pot.

(Continued)

OBJECTIVE NO. EF-14 (cont.)

Compose several appropriate analogies for the learners to complete. Emphasize that learners must understand the word relationship before they can state the missing word. Use examples similar to the following:

1. On is to off as in is to _____.
2. Scissors is to cut as pencil is to _____.
3. Boy is to man as girl is to _____.
4. Puppy is to dog as kitten is to _____.
5. Start is to finish as first is to _____.

Answers

1. out 2. write 3. woman 4. cat 5. last

Criterion

The learner will complete analogies with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Communication Techniques: Situational Speech **Objective No.** 1

Objective Given standards for the use of courteous expressions, the learner will use the standards.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Model oral language patterns to guide the learners in the use of courteous expressions. Provide various situations for the learners to use appropriate courteous expressions.

Have the learners role-play various situations that call for the use of please, thank you, excuse me, and other courteous expressions. Allow the learners to suggest the situations. Include situations similar to the following:

knocking over something
asking someone for something
receiving a present
crossing in front of someone.

Write several courteous expressions on the chalkboard. Read a sentence aloud omitting the appropriate courteous expression. Have the learners listen to the incomplete sentence, then select the appropriate expression and explain their choice. Use sentences similar to the following:

1. _____ _____ for helping today.
2. Sally bumped into John and said, "_____ _____."
3. It is hot in this room; _____ open the window.

Answers

1. Thank you; 2. Excuse me; 3. please

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Communication Techniques: Situational Speech **Objective No.** 2

Objective Given an informal social situation, the learner will respond correctly to introductions and greetings.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Stress the importance of responding appropriately in situations involving social introductions. Help the learners to understand that being introduced to new people can be a positive experience that may lead to friendships. Provide the learners with examples of appropriate social introductions and greetings. Stress the importance of using the following guidelines in these examples.

State the name of an adult before that of a child.
Tell something about the person you are introducing.

Discuss these situations with the learners. Ask the following questions to stimulate the discussion.

Did the persons who were introduced--
follow the guidelines
speak clearly
pronounce the name(s) correctly
appear friendly?

Discuss why it is important to acknowledge all introductions. Talk about different ways to acknowledge introductions.

State the important points of an introduction. Have the learners practice introducing each other. Ask the learners to role-play situations that require an introduction and an appropriate response. Guide the learners to be friendly and courteous.

(Continued)

OBJECTIVE NO. EF-2 (cont.)

Choose learners to role-play introductions in the following situations:

Introducing a friend to your mother
Introducing friends to your parents
Introducing a teacher to your friend
Introducing a new classmate to your friends
Introducing a new teammate to your sister or brother.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Situational Speech **Objective No.** 3

Objective Given instruction on the use of the telephone, the learner will begin and end conversations appropriately.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss with the learners the use of the telephone. Help them understand the importance of using the telephone to communicate messages to friends, family, persons in the community, and emergency operators. Guide the learners to use the telephone only when necessary and to begin and conclude a phone conversation in an acceptable manner. Emphasize the proper way to use a telephone. Discuss the following points to keep in mind when answering the telephone: identify yourself, speak clearly, be alert and pleasant, take a message correctly, and conclude the conversation.

Have the learners practice making and receiving telephone calls. Allow the learners to practice answering the telephone under guided conditions. Talk about some of the ways in which people begin and end telephone conversations, such as--

Hello.	Good-bye.
Good morning.	See you soon.
Ryan's grocery.	Thank you for calling.
This is a recording.	Have a nice day.

Discuss the proper way to begin and end telephone conversations. Role-play various telephone situations to allow the learners to practice the skills discussed.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Situational Speech **Objective No.** 4

Objective Given a message, the learner will ask pertinent questions to clarify the information.

Cross Reference to Reading Objectives ES10, FS10

Teaching/Learning Strategy

Discuss the importance of getting all the information when taking messages. Talk about the various ways of making sure the information is accurate: ask questions, repeat the message to make sure it is correct, and write it down carefully.

Read a set of directions for an assignment. Allow the learners to ask questions to clarify the directions. Direct the learners to complete the assignment. Check their work to see if the directions were followed correctly. Point out that oral directions are a form of message. Guide the learners to ask necessary questions in order to clarify directions and other messages.

Play the game "Message Service" as follows. Choose a message sender, a message taker, and a message receiver. Have the sender call "Message Service" on a toy telephone with a prepared message to send. Direct the message taker to write the message accurately and ask questions to clarify the message. Have the taker deliver the message to the receiver, who has not heard the call message. Check the received message and continue to play until all learners have a chance to participate.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Situational Speech **Objective No.** 5

Objective Given a topic of interest, the learner will discuss personal experiences.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Choose a topic of interest to the group. Motivate learners to share with the class their experiences related to the topic. Encourage learners to contribute. Help the learners by asking questions on various aspects of the topic. Use a topic and questions similar to the following:

A Birthday Party

Did you ever have a birthday party?
Who came to the party?
How did you get ready for the party?
What food did you serve at the party?
What games did you play at the party?
What presents did you receive at the party?

Set aside a particular time each week for the learners to tell the class about an interesting experience. Direct the learners to speak clearly and to use complete sentences. Include such experiences as--

a field trip	a neighborhood walk	a book
an assembly	a television show	a movie
a project		a game

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Oral Interpretations and Descriptions **Objective No.** 6

Objective Given a game or an activity, the learner will describe it to the class.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Allow the learner to choose a game or an activity to describe to the class. Have the learner prepare a talk with the goal of teaching the group how to play the game or to do the activity. Stress simple, accurate directions. Begin with a game or activity that requires physical activity. Include games similar to the following.

ball and jacks	jump rope	Simon says
hopscotch	ring toss	tag

Play the game "Teacher" as follows. Direct one learner to be the teacher and teach the learners to do an activity. Allow the teacher to choose an activity to explain or describe to the learners. Suggest activities similar to the following: art projects, science experiments, game directions, and procedures for using the learning center or library corner. Have the teacher explain or describe the directions for the activity. Provide an opportunity for the learners to complete the activity. Check work to see if directions were effectively described.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Oral Interpretations and Descriptions **Objective No.** 7

Objective Given a set of pictures illustrating a story, the learner will give a precise description of each.

Cross Reference to Reading Objectives EC15, EL18, EL24, FL10

Teaching/Learning Strategy

Select an appropriate paragraph from the basal reader, a content area text, or a library book. Draw two very similar pictures that are related to the paragraph. Direct the learners to read the paragraph and select the most precise illustration. Have the learners tell their reasons for choosing the particular illustration. Guide the learners to understand the importance of details. Have a learner retell the selection, using the illustration.

Provide sets of pictures illustrating familiar stories. Have the learners describe the events and tell the story from the illustrations. Extend this activity to include sets of pictures illustrating an unfamiliar story. Help the learners to develop the story in proper sequence (beginning, middle, and end) and encourage the learners to be creative in their storytelling.

Provide "story strips" on which a series of pictures illustrating a story are pasted or drawn. Have enough strips for each learner in the group to have one. Have the learner take a story strip and tell a story describing the events pictured on the strip. Allow a few minutes for each learner to create a story. Include cartoons and old workbook pages for this activity.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Oral Interpretations and Descriptions **Objective No.** 8

Objective Given a dramatic listening experience, the learner will orally interpret his/her feelings.

Cross Reference to Reading Objectives EC6, EL17, FC17, FL14

Teaching/Learning Strategy

Provide many opportunities for learners to interpret or react to listening experiences. Include types of listening experiences that utilize music, stories, poems, plays, choral readings, recordings, and broadcasts.

Read or tell a story. Encourage the learners to express their interpretations of the story. Discuss the elements of the selection: theme, plot, characters, mood, and setting. Stimulate the learner to react by asking probing questions when needed. Include the fable of "The Hare and the Tortoise." Use questions similar to the following:

What is the moral of this fable?
Has anyone every made fun of you?
How did you feel?
Have you ever lost a race or a big game?
How did you feel?
Do you always try your best?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Storytelling **Objective No.** 9

Objective Given experiences with a make-believe story, the learner will create a story.

Cross Reference to Reading Objectives EC17, EL28, FC18, FL18

Teaching/Learning Strategy

Choose two appropriate selections, one factual and the other fictional. Direct the learners to read each selection and discuss the characters and events. Guide the learners to understand the difference between a factual (real-life) and a fictional (make-believe) story.

Read a folk tale from a basal reader or a language arts text. Provide an opportunity for the learners to discuss the folk tale. Encourage the learners to create a new ending for the folk tale.

Discuss the sequence of a story: beginning, middle, and end. Help the learner by providing the first line of a story or allow the learner to choose a topic. Have the learner create his/her own make-believe story. Encourage the learner to tell the story to the class. Initiate storytelling by using first lines similar to the following:

> Today I am taking a trip on a big, white rocket up into the sky. I am going to ....
> As I looked up, there, before my eyes was a young, big, hairy, mean-looking ....

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Storytelling **Objective No.** 10

Objective Given an opportunity to tell a familiar story, the learner will state it in proper sequence.

Cross Reference to Reading Objectives EL22, EL23, EL24

Teaching/Learning Strategy

Have the learner read a story from the basal reader or a library book. Help the learner chart the sequence of the story. Determine the events that happened in the beginning, middle, or end of the story. Direct the learner to retell the story in proper sequence to the class. Use the following example from the story of "The Three Bears" to show sequence:

The bears live in a house in the woods.
The bears go for a walk.
Goldilocks comes to the house.
She eats the porridge, sits on the chairs, and sleeps in the beds.
The bears come home and find Goldilocks.
Goldilocks wakes up and runs away.

Read or tell an appropriate story from the basal reader or a library book. Discuss the story. Help the learners remember the events in proper sequence. Prepare a set of five sentences describing the events in the story. Print each sentence on a sentence strip. Arrange the sentence strips randomly on a ledge and ask the learners to put the sentence strips in correct sequence. Ask for a volunteer to retell the story in correct sequence. Ask for a volunteer to retell the story orally, using the sentence strips as cues. Encourage the learner to speak clearly and to use complete sentences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Conversations and Discussions **Objective No.** 11

Objective Given instruction on courteous conversation and discussion, the learner will apply them.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Encourage appropriate conversation and discussion in the classroom. Help the learners understand the proper time for classroom conversation or discussion. Develop guidelines to help learners understand the social courtesies of conversation. Write the following points on the chalkboard.

Know the right time and place to begin a conversation or a discussion.
Listen attentively to others.
Wait until the other person has finished before talking.
Refrain from conversation when someone is talking to a group.
Speak clearly and in an audible tone.

Stress the need for courtesy in all school situations. Discuss speech courtesy in the classroom and the corridors of the school building.

Discuss the importance of courtesy in speech in various classroom situations. Utilize situations, activities, and centers of interest to stimulate large and small group conversation and discussion by--

arranging interesting displays on the bulletin board
showing pictures, films, and filmstrips that stimulate conversation
posting questions near the science corner.

Criterion

The learner will use social courtesies in conversations and discussions. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
[illegible]xtual	p.	p.	p.
[illegible]xtual	p.	p.	p.
[illegible]nforcement	p.	p.	p.

Skill Speaking **Level** EF

Subskill Communication Techniques: Conversations **Objective No.** 12

Objective Given an opportunity for an informal conversation, the learner will choose a topic of interest.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Point out that informal conversations do not have a set topic; they flow as the ideas in the minds of the participants flow. Guide the learners to use rules of courtesy in conversation. Develop and discuss the rules of courtesy in conversation. Use a chart similar to the following:

RULES FOR COURTESY IN CONVERSATION
Listen attentively to others.
Wait until the other person has finished before talking.
Refrain from conversation when someone is talking.
Speak clearly and in an audible tone.

Help the learners understand the need for courtesy in conversation. Stress that it is not only polite to listen to others, but also important as the topic changes. The learner must be aware of the changes to contribute to the conversation. Help the learners understand that a topic of interest to all participants will help the flow of the conversation.

Provide a short period of time for informal conversation and discussion at the end of each school day. Have the learners converse on such topics as what they do in school or what they will do after school. Encourage friendly and courteous conversation.

Criterion

The learner will converse on a topic of interest. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Discussion **Objective No.** 13

Objective Given a discussion, the learner will contribute comments and information relevant to the topic.

Cross Reference to Reading Objectives EC5, FC1

Teaching/Learning Strategy

Discuss and evolve the following guidelines for discussions:

Speak on the topic.
Communicate information effectively.
Listen and consider opinions or statements from others.

Use units of study in the content areas as sources for discussion topics. Help the learners use the guidelines for discussions. Stress the importance of keeping on the topic.

Choose a topic of common interest to the learners. Select a small group of learners to discuss the topic. Have the learners prepare for the discussion by reading and locating information. Select a learner prior to the discussion to contribute a comment or information that does not relate to the topic. Do not tell the other learners about this. Direct the learners to listen carefully and to question the relevancy of a comment that is not about the topic. Guide the learners to understand the responsibility of discussion participants to stay on the topic and the role of the discussion leader to moderate the group.

Have the learners read appropriate content area texts and library books to prepare for the group discussion on their particular topic. Allow the learners to present their group discussion to the class. Direct the learners to use the guidelines for discussion, to speak clearly, and to use complete sentences.

Criterion

The learner will contribute comments and information relevant to the discussion of a topic. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Oral Reading **Objective No.** 14

Objective Given a poem or story, the learner will read it using appropriate vocal intonations.

Cross Reference to Reading Objectives EC11, EC13, EL27, FC13

Teaching/Learning Strategy

Guide the learners to use their voices as a tool when reading and to watch for punctuation cues, such as exclamation marks, commas, periods, question marks, and quotation marks. Encourage the learners to use their voices expressively. Help the learners determine proper intonation by discussing the mood, emotion, and tone of a selection before it is read. Allow time for silent reading prior to oral reading.

Provide many opportunities for the learner to observe, discuss, and practice using vocal flexibility to interpret meaning. Use pattern drills such as the following:

This is a new coat. (normal statement)
This is a new coat? (question)
This is a new coat! (showing anger)
This is a new coat! (surprise)
This is a new coat. (sadly)
This is a new coat. (fear)

Choose an appropriate poem or story from the basal reader. Discuss the mood, emotion, and tone of the selection. Have the learners read the selection silently. Read the selection orally as the learners read silently; emphasize listening to the vocal intonations. Read together with the learners, using appropriate vocal inflections. Allow the learners to select a poem or story and read to the class, using appropriate vocal intonations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Oral Reading **Objective No.** 15

Objective Given a story or play, the learner will use vocal intonations appropriately to depict a character's emotions.

Cross Reference to Reading Objectives EC10, EC11, EC12, EL32, FC20, FL17

Teaching/Learning Strategy

Discuss the use of vocal intonations in interpreting a character's emotions. Guide the learners to understand the emotions of a character and to use punctuation marks to help establish proper vocal intonations. Choose a story from the basal reader or an appropriate library book. Read and discuss the story. Help the learners identify the emotions of the characters. Select various quotations from the story; write them on the chalkboard. Have the learner read a quotation silently and then orally according to his/her character's emotions. Direct the learner to use proper vocal intonation, gestures, and facial expressions. Provide many opportunities to practice using vocal intonation to interpret or depict emotions in informal activities.

Choose a simple story or play in which the characters are well-defined and their emotions easily understood by the learners. Discuss the selection. Help the learners understand the vocal intonation necessary to interpret or depict the character's emotion. Ask the learners to read orally a particular character's part, showing the appropriate emotions. Stress the use of appropriate vocal intonations and facial expressions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Choral Speaking **Objective No.** 16

Objective Given a choral speaking situation, the learner will participate in it.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide many opportunities for the learners to listen to good examples of choral speaking or singing arrangements. Guide the learners to understand that a choral speaking arrangement is a blend of many voices speaking as one. Help the learners to understand that in a choral speaking arrangement, they must be both attentive listeners and articulate speakers. Begin with a simple form of choral speaking and advance to a two- or three-part arrangement.

Read a poem which contains a refrain. Help the learners to memorize the refrain. Practice the refrain with the learners speaking in unison. Read the poem aloud and direct the learners to say the refrain. Tape the choral speaking arrangement; play it back and have the learners listen to their voices speaking as one.

Select a poem from the basal reader or an appropriate literature book. Have the learners read the poem. Discuss two-part choral speaking. Direct the learners that they must be both attentive listeners and articulate speakers to participate in a choral speaking arrangement. Divide the learners into two groups. Have each group of learners take a particular part of the poem to present. Practice the choral speaking arrangement. Stress the importance of appropriate vocal intonation in choral speaking. Use a poem similar to the one which follows.

(Continued)

OBJECTIVE NO. EF-16 (cont.)

I, THE CLOUD
by Michelle Neal

I, the cloud,
A beautiful thing,
I, the cloud,
I, too, can sing.

I, the cloud,
Drop raindrops galore.
Softly they beat
On the earth's hard floor.

I, the cloud,
See good and bad.
I, the cloud
Sometimes get mad.

When I get mad,
I shout up a storm,
Sometimes I'm so angry,
That ships and boats are torn.

Then I realize
How silly I've been.
So I make a rainbow
And I'm happy again.

From the Green Taste of Life,
published by the Board of
Education, City of Chicago.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Oral Reports **Objective No.** 17

Objective Given a topic, the learner will gather information and present an oral report.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Write several topics from the Curriculum Guide for Social Studies, Primary Two and the Curriculum Guide for Science, Primary Two (published by the Board of Education, City of Chicago) on the chalkboard. Discuss the topics. Have the learners select a topic. Help the learners to prepare for their oral report. Direct the learners to consult several sources of information. Provide appropriate content area texts, library books, picture and junior dictionaries, and reference materials. Show the learners how to make charts and maps for their oral presentations.

Direct the learners to use only that information relevant to the topic. Allow sufficient preparation time. Set aside three to five minutes for each learner to present his/her oral report. Encourage the learners to use such visual stimuli as pictures, charts, or maps to aid in their oral presentations.

Guide the learners to be articulate and to use complete sentences.

Criterion

The learner will present an oral report. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Interviews **Objective No.** 18

Objective Given the opportunity to listen to a resource person, the learner will ask pertinent questions.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Invite an appropriate resource person to talk on a unit of study. Ask the learners to prepare questions in advance so that they can ask about specific information. Remind them to use the rules of good listening when the person is talking, to think about what the resource person is saying, and to limit their questions to the topic. Include the following resource persons in a unit of study on the community:

a mail person	a baker	a fireman
a store clerk	a librarian	a newspaper boy
a bank person	a police person	a telephone operator

Have the learners read and learn about each job or person before preparing questions. Provide appropriate content area texts, library books, and other materials to facilitate the investigation.

Have the learners compile a list of questions concerning each job. Point out that it is necessary to listen to the person because he/she may answer the prepared question in the course of the talk. Encourage each learner to prepare three pertinent questions.

Follow the same technique of preparing questions in advance before going on a field trip. Help the learners understand that the more preparation that can be done, the more interesting the field trip will be to them. Ask the learners to prepare questions to direct to resource persons they will meet during the field trip.

Criterion

The learner will ask pertinent questions of a resource person. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Persuasion **Objective No.** 19

Objective Given an enjoyable book, the learner will persuade another learner to read it.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Have the learners prepare a presentation of their favorite book, with the goal of persuading the other learners to read the book. Discuss various ways to present the book.

Dramatize one of the characters.
Explain the story.
Read some parts aloud expressively.
Tell the parts of the book.
Make a diorama depicting a setting or event.
Use visual aids to show important events.

Have the learner persuade another learner to read a book he/she enjoyed. Stress the importance of natural enthusiasm in trying to persuade others. Help the learner think of an interesting opening approach to catch the attention of the group. Guide the learner to remember the book's important ideas and interesting points. Have the learner outline or list these points to facilitate the presentation of the oral report.

Encourage the learners to read books for enjoyment and to share these books with other learners. Make a "Bookworm Chart" and list each learner's name and the number or title(s) of the book(s) read during a particular time period. Have the learners "Read for the Fun of It."

Criterion

The learner will persuade someone to read a book. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Communication Techniques: Criticisms **Objective No.** 20

Objective Given two oral selections, the learner will compare them, contributing appropriate criticisms.

Cross Reference to Reading Objectives EC22

Teaching/Learning Strategy

Select a story from the basal reader. Have the learners read the story. Choose two characters for discussion. Write statements on the chalkboard describing both characters. Have the learners identify the ways in which the characters are alike and ways in which they are different. Help the learners compare and contrast the characters. Initiate instruction for this objective with a discussion of constructive criticism. Show the value of both negative and positive criticisms.

Stimulate a group activity on "The Top Ten Hit Parade." Have the learners listen to several songs. Select a learner to be the commentator. Direct the commentator to ask the other learners how they would rate the song. Have a discussion on why both the negative and positive criticisms are of value.

Select two learners to each prepare an oral report on similar topics. Allow the learners adequate time to prepare their presentations. Have the learners present their oral reports to the class. Encourage the learners to listen carefully, to compare the two reports, and to give both positive and negative criticism. Lead a discussion on the effective use of criticism and help the learners to improve their future presentations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking

Level EF

Subskill Methods of Delivery: Creative Dramatics, Role-Playing

Objective No. 1

Objective Given a common experience, the learner will depict a character in this event.

Cross Reference to Reading Objectives FC17, FC20

Teaching/Learning Strategy

Read or tell a story about a common experience, such as grocery shopping or ball playing. Discuss an experience from the story with the learners and describe the involvement of the characters in it. Have the learners tell about similar experiences. Have the learners act out a short scene to depict the experience.

Write two or three common experiences on the chalkboard. Have the learners discuss the experiencesand list the points and characters on the chalkboard. Encourage the learners to contribute relevant information related to the experiences. Direct the learners to dramatize the common experiencesafter discussion is completed. Guide learners to speak clearly and to use complete sentences. Include such common experiences as fire drills, field trips, and family dinners.

Write several common experiences on slips of paper and fold the slips. Divide the learners into small groups and have each group select a slip of paper. Direct each small group of learners to dramatize their common experience for the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Methods of Delivery: Creative Dramatics, Puppetry **Objective No.** 2

Objective Given a story, poem, or play, the learner will use a puppet to portray a character.

Cross Reference to Reading Objectives EL19, EL25, FC21, FL17, FL19

Teaching/Learning Strategy

Read a story, poem, or play. Lead a discussion of the characters, organization, and theme of the selection. Guide the learners in arranging scenes for a dramatization. Have the learners select a character and make a puppet. Allow the learners to use various types of puppets: construction paper, finger, paper bag, papier-mâché, stick, or stocking. Direct the learners to speak clearly and to use an appropriate voice for their puppet characters. Coordinate the scenes and present a short play.

Have the learners read a story, poem, or play and organize a puppet show. Point out the importance of working together on a class project. Assign committees for activities such as puppet construction, scenery construction, and stage construction.

Hold auditions for the various parts. Guide the learners to speak clearly and to use an appropriate voice to portray their puppet characters. Rehearse the puppet show and then present it to another class or to parents.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Methods of Delivery: Creative Dramatics, Pantomime **Objective No.** 3

Objective Given instruction in nonverbal communication, the learner will pantomime a personal experience.

Cross Reference to Reading Objectives

EC14, EL19

Teaching/Learning Strategy

Stress that physical movements are the outward expressions of inner personality. Show the use of the body to project and communicate nonverbal messages to the audience. Emphasize the effectiveness of pantomime. Show a film of Marcel Marceau or Charlie Chaplin or other films with no narration or with the sound track turned off.

Read aloud a short story. Discuss the characters and plot of the story. Select several learners to pantomime particular characters or scenes. Guide the learners to utilize facial expressions, body gestures, and movements to portray their characters. Reread the story orally as the learners pantomime their roles. Allow each learner an opportunity to participate. Extend this activity to have a small group of learners pantomime a scene, and ask the other learners to guess the name of the story or characters.

Develop a set of simple card directions for pantomime and call on learners to perform in class. Place cards in a box entitled "Act It Out." Have a learner pull a card, read it, and pantomime the situation. Have the other learners guess the situation. Include situations similar to the following:

- going through a door
- wading in a cold (warm) brook
- eating a banana
- driving a car
- jumping rope
- playing basketball

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** EF

Subskill Methods of Delivery: Creative Dramatics, Dramatization **Objective No.** 4

Objective Given a story, the learner will dramatize a scene which relates to the main idea.

Cross Reference to Reading Objectives EC4, EC5, EL32, FC1, FC2, FC4

Teaching/Learning Strategy

Read a story. Have the learners determine the main idea of the story and discuss the details that support the main idea. Guide the learners to understand the main idea of the story. Divide the learners and the story into parts. Have each group of learners dramatize a particular section of the story. Combine and coordinate the groups of learners to present a play.

Provide opportunities to dramatize scenes from literature and social studies. Make the learners aware of the concepts involved in the lesson and help them develop an understanding of the situation through the use of dramatics.

Have small groups of learners choose a scene from a story to dramatize. Have them discuss the characters, how they would act, what they would say, and so on. Ask them to improvise the scene for the other learners.

Choose a story from the basal reader for the learners to read. Discuss the story and have a group of learners dramatize a scene which relates to the main idea of the selection. Encourage a dramatization after a story to give the learner an opportunity to practice body control, vocal flexibility, and oral interpretation. Explain the importance of understanding the character's emotions, recognizing the mood and tone, and comprehending and recalling details. Allow the learners to present their scene to the class. Have the other learners dramatize another scene from the story.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

Subskill Methods of Delivery: Creative Dramatics, Stage Production **Objective No.** 5

Objective Given a play, the learner will participate in its production.

Cross Reference to Reading Objectives EC14, EL19, EL32

Teaching/Learning Strategy

Choose an appropriate play from a basal reader, literature book, educational magazine, or digest. Begin with a well-known story that has a simple plot, such as "Jack and the Bean Stalk." Read and discuss the story or play. Help the learners determine the steps necessary to present the play. Establish several committees to work on the production of the play. Include such committees as the following:

actors	make-up persons
announcers	music arrangers
chorus	singers
costume makers	scenery makers
dancers	special effects persons

Allow each learner to select a committee with which to work. Hold auditions for the character parts. Encourage the learners to work cooperatively and to share in the enjoyment of producing the class play. Direct and coordinate the roles of the committees. Rehearse the production and invite another room or parents to attend the final production.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ___	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** EF

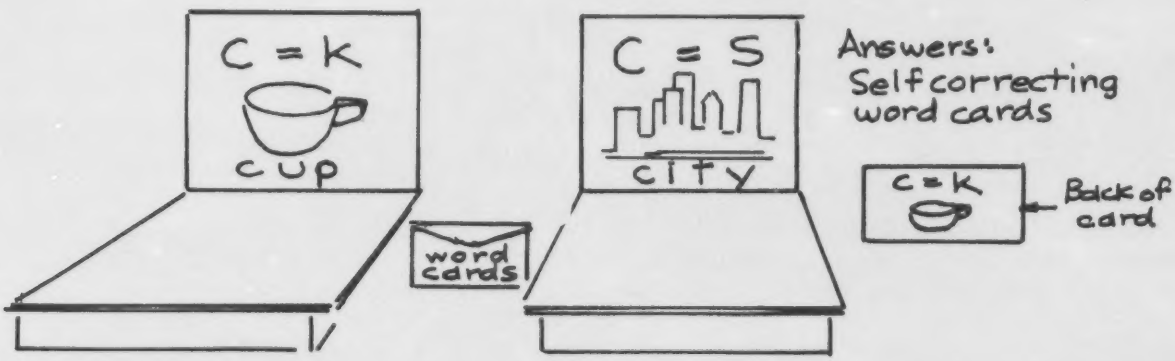
Subskill Methods of Delivery: Demonstrations **Objective No.** 6

Objective Given a familiar activity in a learning center, the learner will demonstrate how to do the activity.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Set up appropriate learning centers. Explain classroom procedures for utilization of each learning center. Use the illustration below which includes such materials as a set of self-correcting hard and soft "C" word cards and two boxes, one for hard sound "C" words and one for soft sound "C" words as a model.



Directions for an activity in the hard and soft "C" learning center follow. Take word cards out of the envelope and arrange them face up. Select a word card and place it into the appropriate box. Remove cards from "K" box. Turn the word cards over. Check the back of each card to determine if it is in the correct box. Make corrections. Put word cards back in the envelope. Leave the learning center in order for the next learner to use.

Have each learner choose an activity to demonstrate to the group. Stress the need to be clear and concise and to know the activity well. Encourage the learner to ask for and answer questions from the group. Listen for accuracy and understanding. Have the learners suggest ideas for other learning centers in the classroom.

(Continued)

OBJECTIVE NO. EF-6 (cont.)

Help the learners make learning centers for a particular content area. Provide several ideas and formats to make learning centers. Direct the learners to utilize context area texts, library and reference books, and resource materials to create an appropriate learning center. Divide the learners into small groups of three to five. Assist each group in developing an appropriate learning center. Allow learners an adequate amount of time to complete the project. Have the learners demonstrate their learning centers to the class and to other rooms on the same level. Exchange appropriate level learning centers with another room.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking — **Level** EF

Subskill Methods of Delivery: Memorized Speech — **Objective No.** 7

Objective Given a simple choral speaking arrangement, the learner will use appropriate vocal tone and rhythm.

Cross Reference to Reading Objectives EL5, EL6, EL12, FL4, FL5

Teaching/Learning Strategy

Select an appropriate poem to help the learners develop the skill of choral speaking. Read the poem several times for the learners. Allow the learners to say the poem as it is read aloud. Help the learners use appropriate vocal tone and rhythm when speaking. Have them recite to the class, using appropriate tone and rhythm.

Guide the learners to understand that choral speaking is the oral interpretation of poetry or poetic prose through many voices speaking as one. Help the learners understand that choral speaking requires both listening and speaking skills. Provide models of good choral speaking, such as a record, film, or WBEZ broadcast. Direct the learners to listen to the group speak in unison and note the rhythmic flow and tone of their voices. Point out that in two-and three-part choral speaking, each group must listen carefully to know when to speak.

Provide a wide variety of opportunities for the learners to engage in choral speaking. Instruct the learners to enunciate clearly and to express the rhythmic flow of the verse through their voices. Use the following suggested choral speaking activities:

Have the learners speak in a refrain as the teacher recites a poem.

Hot Cross Buns

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!

If you have no daughters,
Give them to your sons;
One a penny, two a penny,
Hot cross buns!

Tape the choral speaking arrangements. Play back the tape for the learners to listen to their arrangement.

(Continued)

OBJECTIVE NO. EF-7 (cont.)

Have the learners divide into several groups, each reciting a particular part.

One, Two, Buckle My Shoe

One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A big fat hen;
Eleven, twelve,
Dig and delve;
Thirteen, fourteen,
Maids a-courting;
Fifteen, sixteen,
Maids in the kitchen;
Seventeen, eighteen,
Maids in waiting;
Nineteen, twenty,
My plate's empty.

Have the learners divide into two groups, each reciting particular parts of a poem.

Ding Dong Bell

Ding dong bell
Pussy's in the well.
Who put her in?
Little Tommy Green.
Who pulled her out?
Little Johnny Stout.
What a naughty boy was that
To try to drown poor pussy cat,
Who never did him any harm,
But killed the mice in his father's barn.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Reading maketh a full man; conference a ready man; and writing an exact man.

Francis Bacon

WRITING

Skill Writing **Level** EF

Subskill Fundamental Skills: Handwriting **Objective No.** 1

Objective Given a model, the learner will use a uniform heading.

Cross Reference to Reading Objectives ES1, ES19, FS4, FS7

Teaching/Learning Strategy

Display a model of the suggested heading shown below. Review its elements with the learners. Have the learners practice the heading on paper and on the chalkboard. Require the learners to use the heading on all papers. Use the model provided below:

	Name Room
	School Date
	Title or Subject
	(skip)
	1. (one-
	2. inch
	3. margin)

It is suggested that the handwriting certificate located in the appendix of this guide be duplicated and awarded at the teacher's discretion. The standards set by the handwriting system used at the local school may serve as a basis for awarding the certificate. It is recommended that the handwriting system be selected from the Approved List of Instruction Materials for Language Arts.

Criterion

The learner will use a uniform heading with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Handwriting **Objective No.** 2

Objective Given instruction on letter size, the learner will reduce the size of manuscript writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Lead a discussion of the standards for letter size and provide models for reducing the size of manuscript writing as indicated below. Refer to such standards and models in handwriting books. Use English paper to assist the learners in reducing the size of their manuscript writing. Make a chart of the following suggestions for reducing manuscript writing:

Height of letters follow this suggested pattern--

Capital letters use the full space.
Lower-case letters use one-half of the space.
Lower-case letter t uses three-fourths of the space.
Lower-case letters l, h, b, d, f, and k use the full space.

Provide opportunities for the learners to practice on the chalkboard and on appropriate writing materials.

Organize a writing center where the learner may work independently. Provide a name card for the learners using reduced size manuscript letters.

Ann Sung

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing — **Level** EF

Subskill Fundamental Skills: Handwriting — **Objective No.** 3

Objective Given a manuscript writing model, the learner will write the letters correctly.

Cross Reference to Reading Objectives

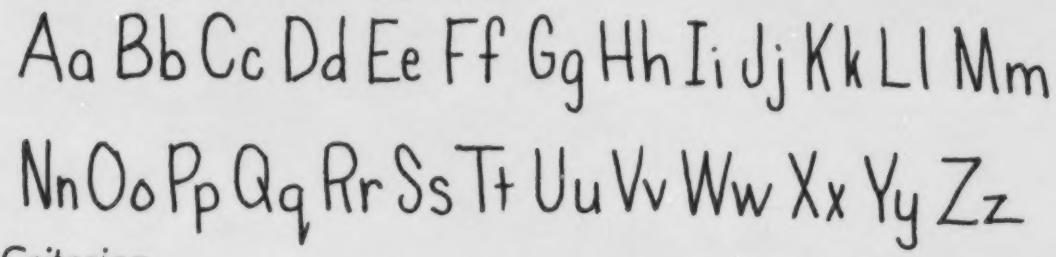
Teaching/Learning Strategy

Lead a discussion of the importance of writing. Provide a model of good manuscript writing on the board and in books. Display the learners' work when the manuscript writing is in correct form. Require the learners to follow the standards listed below:

legibility and neatness
well-formed letters
proper spacing of letters, words, and sentences.

Provide instruction and practice in checking for correct writing. Encourage the learners to compare their work with the model for correctness.

Allow time for independent work at the writing center or on the chalkboard. Stress the importance of posture, paper placement, and position of writing tool.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 4

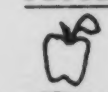
Objective Given a word containing a short vowel, the learner will spell the word correctly.

Cross Reference to Reading Objectives EW20, EW26, FW26

Teaching/Learning Strategy

Prepare a short vowel chart as indicated below. Use the chart to help the learners review and recall skills related to short vowels.

SHORT VOWEL CHART

Vowel	Picture	Word
A a		ă pple
E e		ĕ lephant
I i		Ĭ ndian
O o		ŏ wl
U u		ŭ mbrella

Use the Dolch Basic Sight Vocabulary Lists in the reading curriculum guides (BW30, CW18, DW10, and FW26), language arts texts, and spelling books to identify a list of appropriate spelling words containing short vowels similar to the following:

can	get	did	mop	fun
ran	let	hid	top	sun

Give a pretest to diagnose the learners' spelling needs for this lesson. Use the following suggested test format: (1) pronounce the word, (2) use the word in a sentence, (3) pronounce the word, and (4) have the learners write the word. Have the learners check their work to identify the correctly and incorrectly spelled words. Tell the learners to make a list of these words in their notebooks and collect the spelling tests.

(Continued)

OBJECTIVE NO. EF-4 (cont.)

Place the spelling words on a chart or the chalkboard. Introduce the words to the learners. Guide the learners to note the consonant/vowel/consonant pattern. Have them substitute other initial consonants to make new words. Help the learners formulate the generalization that if there is only one vowel letter in a word, it usually stands for a short vowel sound.

Direct the learners to use a procedure such as the one below when they are learning to spell a word. Write the procedure on chart paper and display it in a prominent location.

1. Examine the word carefully.
2. Say the word slowly.
3. Sound it out.
4. Think about the sounds and letters in the word.
   a. Are there any affixes?
   b. Is it a compound word?
   c. Are the vowels long or short?
   d. Can I think of a synonym or antonym?
5. Write the word on paper or in the air.
6. Look at the model. Check it carefully.
7. Practice writing the word several times.
8. Use the word in a sentence, story, or poem.

Direct the learners to write declarative and interrogative sentences using their spelling words. Ask them to underline the spelling word in each sentence. Check the sentences for correct spelling and punctuation. Give a posttest. Help the learners compare the results of their pretest and posttest.

Criterion

The learner will spell a word containing a short vowel with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 5

Objective Given a word containing two vowels, one of which is a final e separated from the first vowel by a consonant, the learner will spell the word correctly.

Cross Reference to Reading Objectives EW21, EW23, EW24, ES4, ES5, ES6, FW6, FW26

Teaching/Learning Strategy

Prepare a list of spelling words containing two vowels, one of which is a final e separated from the first vowel by a consonant as indicated below. Use the Dolch Vocabulary Lists in the reading curriculum guides, language arts texts, and spelling books to identify the words similar to the ones below.

a-e	gave made	take save
i-e	bite fine	five live
o-e	hole note	rope rose

Give a pretest to identify the learners' spelling needs for the lesson. Use the test format suggested in EF-4. Place the spelling words on the chalkboard. Direct the learners to observe the consonant/vowel/consonant/final e pattern. Help the learners formulate the generalization that most words of this form sound the first vowel long and have a final silent e. Direct the learners to use the procedure listed in EF-4 to study their spelling words. Ask them to write definitions for the words and use them in sentences. Direct the learners to spell all the words in their sentences correctly. Give a posttest. Help the learners compare the results of their pretest and posttest.

Criterion

The learner will spell a word containing two vowels, one of which is a final e separated from the first vowel by a consonant, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 6

Objective Given a word beginning or ending with a consonant blend, the learner will spell the word correctly.

Cross Reference to Reading Objectives EW8, EW9, EW10, EW11, EW12

Teaching/Learning Strategy

Prepare a list of spelling words containing consonant blends as shown below. Use the Dolch Basic Sight Vocabulary Lists in the reading curriculum guides, language arts texts, spelling books, and basal readers to identify an appropriate list.

Word List			
black	drive	sing	must
clown	friend	wasp	ask
please	green	card	lift
sleep	pretty	hurt	want
crab	train	work	

Give a pretest to identify the learners' spelling needs. Use the test format suggested in EF-4. Place the spelling words on the chalkboard. Direct the learners to observe the consonant blends at the beginning and the end of the words. Remind them that a consonant blend consists of two or three consonant letters that are pronounced together.

Direct the learners to use the procedure listed in EF-4 to study their spelling words. Place the following activity on the chalkboard. Ask the learners to use the consonant blends in the box to complete the word forms. Have them write sentences containing the words. Check the sentences for correct spelling. Give a posttest. Help the learners compare the results of their pretest and posttest.

br	nt	rk	sp
ft	pl	rt	st
ng	rd	sk	tr

__ick	be__	bri__	pa__
swi__	ma__	ca__	__ay
wa__	wa__	thi__	__ain

OBJECTIVE NO. EF-6 (cont.)

Answers

brick	best	bring	park
swift	mask	cart	play
wasp	want	third	train

Criterion

The learner will spell a word beginning or ending with a consonant blend, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 7

Objective Given a word containing the vowel diphthong ew, oi, oy, ou, or ow, the learner will spell the word correctly.

Cross Reference to Reading Objectives EW17, EW18

Teaching/Learning Strategy

Prepare a list of spelling words containing vowel diphthongs. Use the reading curriculum guides, language arts texts, and spelling books to identify the words. Give a pretest using the format suggested in EF-4 to identify the learners' needs.

Spelling Words with Vowel Diphthongs

ew	oi	oy	ow	ou
grew	soil	boy	gown	house
threw	boil	toy	town	mouse

Introduce the spelling words to the learners. Remind them that diphthongs are vowel combinations that have a single sound. Tell them the sound "glides" from one vowel to the next. Direct the learners to use the procedure suggested in EF-4 to study their words. Have them group the spelling words according to nouns and verbs and use the words in sentences. Give the spelling test. Have the learners compare the results of the pre- and posttest.

Criterion

The learner will spell a word containing the voewl diphthong ew, oi, oy, ou, or ow, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 8

Objective Given a word containing the consonant digraph ch, ng, ph, or wh, the learner will spell the word correctly.

Cross Reference to Reading Objectives EW28, EW29

Teaching/Learning Strategy

Prepare a list of spelling words containing consonant digraphs similar to the following:

Spelling Words with Consonant Digraphs			
ch	ng	ph	wh
chair	rang	phone	wheel
peach	sang	photo	white

Give a pretest using the format suggested in EF-4 to diagnose the learners' needs. Introduce the spelling words. Help the learners become cognizant of the digraph sound in each word. Guide the learners to use the procedure suggested in EF-4 to study their spelling words. Have the learners alphabetize the words. Direct them to use dictionaries to write the definitions for the words and use the words in declarative and interrogative sentences. Check their work for correct spelling, capitalization, and punctuation.

Criterion

The learner will spell a word containing the consonant digraph ch, ng, ph, or wh, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 9

Objective Given a word containing the vowel digraph ay, ea, oa, ai, ee, or oe, the learner will spell the word correctly.

Cross Reference to Reading Objectives EW30, EW31, EW32, EW34

Teaching/Learning Strategy

Prepare a list of spelling words containing the vowel digraphs ay, ea, oa, ai, ee, and oe similar to the one below. Use the reading curriculum guides, language arts texts, and spelling books to identify the words.

Vowel Digraphs

ay	ea	oa	ai	ee	oe
day	meat	coat	pail	deep	hoe
play	seal	goat	tail	feed	toe

Give a pretest to identify the learners' spelling needs for the lesson, using the suggested format in EF-4. Introduce the words to the learners. Help them formulate the generalization that when two vowels appear together, the first vowel may have a long sound and the second vowel may be silent. Have the learners use the procedure suggested in EF-4 to study their spelling words. Place the following activity on the chalkboard. Ask the learners to use their spelling words to complete the activity. Give the spelling test. Provide an opportunity for the learners to compare the results of their tests.

One __(1)__ a little billy __(2)__ wanted to __(3)__. He looked for his zoo friend, the __(4)__, who liked to swish his __(5)__ in __(6)__ water. The little billy __(7)__ was hungry and wanted to eat some __(8)__, but the __(9)__ liked to __(10)__ on fish. While eating, they saw a man in a blue __(11)__ hurt his __(12)__ while working with a __(13)__. He was placing weeds in a __(14)__.

(Continued)

OBJECTIVE NO. EF-9 (cont.)

Answers

(1) day (2) goat (3) play (4) seal (5) tail (6) deep
(7) goat (8) meat (9) seal (10) feed (11) coat (12) toe
(13) hoe (14) pail

Criterion

The learner will spell a word containing the vowel digraph ay, ea, oa, ai, ee, or oe, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 10

Objective Given a word pair containing synonyms, antonyms, or homonyms, the learner will spell the word pair correctly.

Cross Reference to Reading Objectives FW11, FW12, FW13, FW14, FW15

Teaching/Learning Strategy

Prepare a spelling word list containing synonyms, antonyms, and homonyms. Use the reading curriculum guides, language arts texts, and spelling books to identify the words. Give a pretest to diagnose the learners' needs as suggested in EF-4.

Spelling Word List

small	new	sail
little	old	sale
big	work	hear
large	play	here

Place the spelling words on the chalkboard. Introduce them to the learners. Remind them of the following:

Synonyms are words that have almost the same meaning.

Antonyms are words that have opposite meanings.

Homonyms are words that sound alike but are usually spelled differently and have different meanings.

Guide the learners to use the procedure suggested in EF-4 to study their spelling words. Place the following list of words on the chalkboard or a chart. Ask the learners to complete the list using synonyms, antonyms, or homonyms. Provide an opportunity for them to add word pairs to the list. Divide the learners into small groups of four or six. Ask them to write a group story using their spelling words. Have the learners record their stories on chart paper and illustrate them. Ask them to underline the spelling words. Display the stories and provide an opportunity for the learners to share their stories, showing how they used synonyms, antonyms, and homonyms. Give the posttest. Allow the learners to compare the results of the pretest and posttest.

(Continued)

OBJECTIVE NO. EF-10 (cont.)

Synonyms		Antonyms		Homonyms	
small	little	new	old	sail	sale
fast	_____	top	_____	blew	_____
pretty	_____	wet	_____	pane	_____

Criterion

The learner will spell a word pair containing a synonym, antonym, or homonym, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Spelling **Objective No.** 11

Objective Given a subject-related word, the learner will spell it correctly.

Cross Reference to Reading Objectives ES14, ES17, FS15, FS24

Teaching/Learning Strategy

Compile a high frequency subject-related word list. Refer to texts and curriculum guides for examples. Have the learners maintain a picture dictionary for each subject area for the learning center. Include examples of the following type. Direct the learners to study and use the words in written and oral communication activities.

Social Studies
community helpers
jobs
types of recreation
items of clothing
places to visit
map terms

Mathematics
number words
units of measure
calendar terms

Science
names of animals
names of plants
directions

Criterion

The learner will spell subject-related words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 12

Objective Given instruction, the learner will identify nouns and use them correctly in sentences.

Cross Reference to Reading Objectives ES5, ES8, FW16

Teaching/Learning Strategy

Explain to the learners that we use names to refer to persons, places, and things. Tell them that we call these name words nouns. Lead a discussion of identifying nouns in the classroom and school. Have the learners use the following chart to categorize the nouns they identify.

Noun Chart		
Persons	Places	Things

Direct the learners to use dictionaries, language arts texts, and basal readers to identify nouns for their charts. Have them use the nouns in sentences and stories. Direct the learners to use nouns to complete the following sentences:

1. The _____ are preparing for their gym class.
2. Michael left his lunch in his _____.
3. The _____ read a story to the class.
4. The principal showed the children his/her _____.
5. Joan took her _____ and _____ to the library.

Answers

Responses will vary.

Criterion

The learner will identify nouns and use them correctly, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 13

Objective Given the forms of the verb be, the learner will use them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Play guessing games and devise role-playing situations which require the learners to use the forms of the verb be, such as am, is, are, was, and were.

Require the learners to use each word in a written and a spoken sentence.

Direct the learners to locate and read sentences in which the verb forms are used.

Require the learners to use the verb forms to complete sentences. Refer to the samples below:

1. I _____ a room helper.
2. It _____ round.
3. They _____ in school.
4. She _____ at home.
5. They _____ at the store.
6. I _____ a member of the team.
7. They _____ on the team.
8. He _____ in the yard.
9. Ned and Will _____ on the team.
10. They _____ playing with Roger's ball.

Answers

Responses will vary.

Criterion

The learner will use forms of the verb be with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 14

Objective Given the verb forms bring, go, run, ride, is, buy, know, see, come, teach, learn, and draw, the learner will use them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Require the learners to correctly use the designated words in oral and written communication. Provide instruction, models, and practice. Provide filmstrips, records, and role-playing activities in which the forms are used.

Construct an independent activity entitled "Time Machine." Draw a time machine on a poster board. Place two large pockets on the machine. Mark one side "yesterday" and the other "today." Use several large cards. Write the present or past tense of a word on each. Have the learners categorize them by placing them in the correct pocket of the "Time Machine." Ask the learners to use each word in a sentence. Use words such as the following:

bring	brought	buy	bought	learn	learned
go	went	know	knew	draw	drew
run	ran	see	saw	do	did
ride	rode	come	came	have	had
is	was	teach	taught	hop	hopped

Time Machine

Yesterday	Today

Criterion

The learner will use the correct verb form with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 15

Objective Given instruction on verbs, the learner will use them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that verbs are words which show action or being. Tell them an action verb shows something happening and a being verb links or joins the subject and predicate. Write sentences, containing examples of action and being verbs, on the chalkboard, such as the following:

The children walk to school. (action)
Peter is my friend. (being)

Tell the learners that the verb be has the following forms: am, are, is, was, and were. Point out that when the verb be is used with another verb, it is called a helping verb. Have the learners locate examples of the verb be used as a helping verb in their basal reader or language arts textbook. Ask them to write their sentence examples on the chalkboard or a chart as shown below:

The children were waiting for the bus.
The teacher was reading a story.
I am going to school.

Tell the learners that many singular subjects use the s form of verbs. Use examples, similar to the following to illustrate this concept.

The plant grows in the yard. (singular subject)
The plants grow in the yard. (plural subject)

Lead a discussion of present and past tense verbs with the learners. Show them how some verbs add ed to show the past tense and others change their form. Use the Levels EF sight words (FW26) to identify the verbs.

(Continued)

OBJECTIVE NO. EF-15 (cont.)

Present/Past Tense Verbs

Add ed	Change form
call/called	buy/bought
pull/pulled	find/found
wash/washed	give/gave

Place a list of noun phrases on the chalkboard, such as the following:

1. The family _____. (action verb)
2. Our teacher _____. (being verb)
3. The flowers _____. (helping verb be)
4. My friend _____. (present tense)
5. The bird _____. (past tense)

Have the learners write sentences, using the noun phrases and appropriate verbs.

Answers:

Responses can vary.

Criterion

The learner will use verbs correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 16

Objective Given the pronouns I and me, the learner will use them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Encourage the learners to use the pronouns I and me in oral and written communication. Point out that I is often used as a subject preceding a verb, while me is a pronoun used as an object of a verb.

Provide written sentences from which the pronouns I and me have been omitted. Ask the learners to complete the sentences. Use such sentences as the following:

1. Tom and _____ like peanut butter.
2. After school _____ am hungry.
3. He took _____ to school.
4. _____ went to the store.
5. Mother sent _____ to school.
6. Whenever _____ go swimming, dad takes _____.

Direct the learners to write five sentences using I and five sentences using me. Tell the learners to underline the pronouns wherever they appear in the sentences. Require the learners to use these pronouns correctly in formal or informal speech.

Answers

1. I 2. I 3. me 4. I 5. me 6. I and me

Criterion

The learner will use I and me with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing

Level EF

Subskill Fundamental Skills: Grammar/Usage

Objective No. 17

Objective Given instruction, the learner will identify and use describing words.

Cross Reference to Reading Objectives EC7

Teaching/Learning Strategy

Lead a discussion describing objects in the classroom. Encourage the learners to describe the size, shape, color, and texture of the objects. Emphasize that describing words are used to delineate. Use a chart similar to the following to have the learners list describing words about nouns.

Describing Words		
ball	bulletin board	flag
small	large	large
round	square	rectangular
brown	green	red, white, blue
hard	soft	soft

Place the following sentence frames on the chalkboard. Have the learners use describing words to complete the sentences.

1. A _____ baby was playing in the yard.
2. Mother placed a _____ blanket on my bed.
3. A _____ kite was caught in the tree.
4. My brother bought a _____ car.
5. The _____ dog jumped over the _____ fence.

Answers

Responses will vary.

Criterion

The learner will identify and use describing words, with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 18

Objective Given a word which has es or s in its plural form, the learner will write the plural.

Cross Reference to Reading Objectives EW6, EW37, EW38, EW39, EW40, EW41, FW8, FW9, FW10

Teaching/Learning Strategy

Provide instruction in the formation and usage of plurals. Explain that an s is added to a word to indicate that it refers to more than one. Tell the learners to add es to form a plural if the word ends in s, ss, x, ch, or sh.

Provide written and oral practice in forming plural words. Present words such as those given below. Ask the learners to use the plural form of each word in a written sentence.

box	apple	dish	dress	glove
boy	sandwich	fox	witch	gas

Divide the learners into two teams. Direct a member of the first team to go to the chalkboard and write a word. Tell a member of the other team to use the plural of the word in a sentence. Give a point to the team if the plural is used correctly. Call upon the first team if the second team is unable to form a plural. Use this method until the learners can form plurals with apparent ease.

Answers

boxes, boys, apples, sandwiches, dishes, foxes, dresses, witches, gloves, gases

Criterion

The learner will use s and es to form plurals with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Capitalization **Objective No.** 19

Objective Given a title in a person's name, the learner will write it correctly.

Cross Reference to Reading Objectives ES1, ES19, FS4, FS7

Teaching/Learning Strategy

Assemble used envelopes from home, the learner, or the school secretary. Direct the learners' attention to the titles. Point out that Mrs., Mr., and Ms. are abbreviations which are capitalized and have periods after the title. Point out that Miss has a capital and no period. Explain that these titles are used to show respect. Refer the learners to examples in the language arts text.

Allow the learners to practice writing the names of their friends and family members, using correct titles and punctuation. Explain that Dr. and Rev. are also titles of respect and are written with capital letters and periods.

Ask the learners to bring unused envelopes. Help the learners to write a letter and address an envelope to someone in the school or community. Place the envelopes on an appropriately labeled bulletin board if the learners receive answers to their letters.

Criterion

The learners will write titles with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Capitalization **Objective No.** 20

Objective Given a name with initials, the learner will write it correctly.

Cross Reference to Reading Objectives ES1, ES19, FS4, FS9

Teaching/Learning Strategy

Explain that many people use their initials instead of their first and middle names. Point out that the initials are capitalized and that a period is used after each capital letter. Allow learners to practice writing their initials and last names on the chalkboard and on paper. Provide a model such as the following:

Dr. R. L. Wong	Mr. G. M. Ross
Miss C. J. Sanchez	Mrs. L. C. Greene

Have the learners write their initials on a slip of paper. Collect the slips and pass them to other learners. Tell them to guess the name and write it on the paper. Give the slips back to the original learners.

Direct the learners' attention to the manner in which each teacher acknowledges receipt of a form or bulletin. Place the initials of familiar teachers on the hall bulletin board in large block letters in the following manner. Provide an opportunity for the learners to identify the teachers' names from their initials. Encourage the learners to write their guesses on paper and place them in the appropriate pocket. Post the answers and guesses after a week.

Guess Who?

			Place Your Guesses Here
D.L.C.	A.L.T.	N.E.G.	
M.E.H.	B.G.G.	A.L.C.	

Criterion

The learners will write names with initials with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Capitalization **Objective No.** 21

Objective Given the name of a day, month, or holiday, the learner will write it correctly.

Cross Reference to Reading Objectives ES1, ES19, FS4, FS7

Teaching/Learning Strategy

Provide a large calendar on the wall or bulletin board. Lead a discussion of the names of days, holidays, and months. Explain that these names are very important and are always written with capital letters. Write the names on the chalkboard and direct the learners to copy them. Observe and provide help if necessary.

Have the learners make a "Holiday Book." Have them draw or find a suitable picture for each holiday. Instruct them to label the pages with the names of the holidays. Tell them to locate or write poems or stories about each holiday and place them in the book.

Place the following sentences on the chalkboard. Direct the learners to copy and complete the sentences. Discuss the answers and point out errors in capitalization if necessary.

1. The first month is _____.
2. The day of the week that begins with W is _____.
3. The month that has three letters is _____.
4. On _____ _____ morning, we find pretty eggs.
5. Our country's birthday is _____.

Answers

1. January 2. Wednesday 3. May 4. Easter Sunday 5. July 4th

Criterion

The learner will capitalize name of a day, month, or holiday with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Capitalization **Objective No.** 22

Objective Given the name of a street, the learner will write it correctly.

Cross Reference to Reading Objectives ES15, ES17, FS22, FS23

Teaching/Learning Strategy

Lead a discussion of the importance of knowing how to state and write an address. Provide a model such as the one below. Tell the learners to write their addresses and use capital letters for the initial letter of the street name. Point out that the first letter in street and avenue are capitalized when used as part of an address.

5000 West 59th Street
1000 South First Avenue

Secure blank school community maps from the office. Have the learners label the school, churches, stores, streets, and their homes on the map. Have them draw arrows or lines to show the safest route to school. Display the maps.

Use the telephone directory to practice this skill. Have the learners list as many different street names as possible in five minutes. Allow the learner with the largest number of names to write them on the chalkboard.

Start a Pen Pal Club with another school in the district. Write and mail letters. Require the learners to observe punctuation, spelling, and capitalization rules.

Criterion

The learner will write street names with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Capitalization **Objective No.** 23

Objective Given the name of a city, state, or country, the learner will capitalize it correctly.

Cross Reference to Reading Objectives ES16, ES18, FS24

Teaching/Learning Strategy

Assemble maps, textbooks, newspapers, and globes. Lead a discussion of the manner in which names of people are written. Point out that names of cities, states, and countries are also important and are written with capital letters. Provide an example and have the learners write the name of the city, state, and country in which they live. Help them to locate these names on the maps and in their books and newspapers.

Direct the learners to list the names of places they have visited, lived, or wish to visit. Have them write stories about these places. Tell them to illustrate the stories and draw a simple map showing where the place is located. Display the work on a room or hall bulletin board.

Reinforce this skill in social studies activities and during a weekly current events period.

Prepare a large map of the United States and/or the world. Ask each learner to write in the names of cities, states, and countries he/she has visited. Display the maps.

Criterion

The learners will write the names of cities, states, and countries with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Punctuation **Objective No.** 24

Objective Given the name of a city and state, the learner will write it correctly.

Cross Reference to Reading Objectives ES15, ES17, FS22, FS23

Teaching/Learning Strategy

Provide models illustrating the manner in which addresses are written. Use the title pages of textbooks, newspapers, used envelopes, atlases, and address directories. Point out that a comma is used to set off the name of a city from a state. Write the name of each learner's birthplace on the chalkboard. Emphasize the placement of the comma. Direct the learner to copy examples of different birthplaces and locate them on a room map.

Start a Pen Pal Club. Have the learners write letters to pen pal members. Require the learners to proofread their letters. Have the learners place their letters in envelopes. Require the learners to address the envelopes correctly.

Use exercises in the language arts books to provide additional practice for the learners.

Criterion

The learner will write the name of a city and state with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Punctuation **Objective No.** 25

Objective Given a date, the learner will write it correctly.

Cross Reference to Reading Objectives EC11, EC12

Teaching/Learning Strategy

Display a model of the correct form for writing a date. Stress that a comma is used to separate the day of the month from the year. Write the following examples on the chalkboard. Ask the learners to fill in the blanks correctly. Point out that the learners must use a comma to separate the day of the month from the year. Direct the learners to locate examples in magazines, newspapers, or textbooks and list them on paper. Require the learners to write the date on each of their daily papers.

My birth date is _____ (month) _____ (date), _____ (year).

Tomorrow will be _____ (month) _____ (date), _____ (year).

Display pictures of famous Americans. Direct the learners to use an encyclopedia or textbook and find the birth date of each. Provide small slips of paper and crayons. Tell the learners to write the birth dates of the famous people and place them under their pictures on the chart.

Criterion

The learner will write a date with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Punctuation **Objective No.** 26

Objective Given an assignment to write a friendly letter, the learner will punctuate it correctly.

Cross Reference to Reading Objectives EC11, EC12

Teaching/Learning Strategy

Provide a sample of a friendly letter either on the chalkboard or in the language arts text. Point out that commas are inserted in the date, greeting, and closing. Require the learners to copy the samples. Check the samples completed by the learners. Have the learners write a friendly letter to a companion or relative.

Help the learners to proofread, correct, and rewrite their letters. Have the learners address envelopes for their letters. Have the learners mail their letters. Provide a sample such as the following:

July 1, 1980

Dear Sam,

I am so glad that you are going to visit us. It will be hard for me to wait for you to get here. Come soon.

Your friend,

Mike

Criterion

The learner will punctuate a friendly letter with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Punctuation **Objective No.** 27

Objective Given an appropriate word pair, the learner will write a contraction.

Cross Reference to Reading Objectives EC11, EC12

Teaching/Learning Strategy

Select a list of frequently used word pairs such as the ones provided below. Write them on the chalkboard. Tell the learners that these word pairs are sometimes written differently. Select a word pair and write the contraction next to it. Explain that the word means the same but is written differently. Help the learners to supply the contraction of each of the remaining word pairs. Tell the learners to practice these contractions and to use them in sentences.

do not	_____	is not	_____	could not	_____
has not	_____	are not	_____	have not	_____
does not	_____	did not	_____	was not	_____

Construct teacher-made puzzle parts with the contraction on one side and its meaning on the other. Have the learners match these puzzle parts as an independent activity. Use the following example as a model:

side one	is	not
side two	is	n't

Answers

don't, isn't, couldn't, hasn't, aren't, haven't, doesn't, didn't, wasn't

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Punctuation **Objective No.** 28

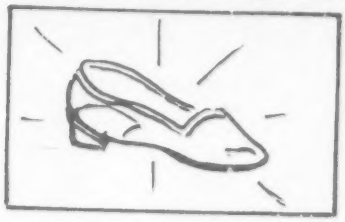
Objective Given the need for a possessive word, the learner will write the word correctly.

Cross Reference to Reading Objectives EC11, EC12

Teaching/Learning Strategy

Lead a discussion of possessive words. Point out that an apostrophe can also be used to denote ownership. Use concrete objects belonging to different members in the classroom to illustrate this. Ask, "Whose hat is this?" Wait for a response such as, "That is Mary's hat." Write the responses on the chalkboard. Emphasize the apostrophe and again point out that the apostrophe in the possessive word shows ownership. Tell the learners to copy the examples.

Have the learners draw a picture about one of their favorite story characters. Tell the learners to draw some of the things that belong to the character. Tell the learners to label the belongings in the following manner:



Cinderella's glass slipper

Use examples from a reader, newspaper, magazine, song, poem, or language arts text, or ask the learners to write some. Provide numerous experiences in the use of possessives.

Criterion

The learner will write possessive words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Capitalization and Punctuation **Objective No.** 29

Objective Given a paragraph without capitals or punctuation, the learner will write it correctly.

Cross Reference to Reading Objectives EC11

Teaching/Learning Strategy

Review the rules of capitalization and punctuation. Call attention to correctly written paragraphs. Write a model on the chalkboard and discuss the capitalization and punctuation. Have the learners select simple paragraphs from weekly newspapers. Tell them to circle the punctuation and capital letters.

Write an incorrect paragraph on the chalkboard. Help the learners make punctuation and capitalization corrections. Discuss the reasons for the choices. Provide another incorrect paragraph. Tell the learners to write the paragraph correctly.

Have the learners copy a paragraph from any suitable source. Tell the learners to omit the punctuation and capitalization. Have the learners exchange papers. Direct the learners to correct the papers. Help the learners to proofread their work.

Have a learner write the corrected paragraph on the chalkboard. Direct the learners to compare their corrections. Require the learners to proofread their daily work.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 30

Objective Given a noun and a verb phrase, the learner will match them to form a sentence.

Cross Reference to Reading Objectives EC3, EC4, EC8, ES5, ES6, EL9, FC2, FC4, FC5, FC26 FC27

Teaching/Learning Strategy

Give instruction in the use of noun and verb phrases. Explain that nouns are naming words which identify people, places, or things, and that verbs are action words which tell what the subject is doing or experiencing. Point out that a phrase can comprise either the subject or the predicate of the sentence. Provide an example similar to the following. Tell the learners to copy the noun phrases, select an appropriate verb phrase, and write it on the line.

Noun Phrases	Verb Phrases
1. The boy _____.	a. is in the yard
2. The tiger _____.	b. scratched at the door
3. How do you _____?	c. play the game
4. The big brown dog _____.	d. rode his bike
5. A big tree _____.	e. has many stripes

Direct the learners to write several sentences which describe a favorite object. Tell the learners to draw circles around the noun phrases and boxes around the verb phrases.

Refer to language arts texts to locate additional experiences and exercises.

Answers

1. d 2. e 3. c 4. b 5. a

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 31

Objective Given groups of words, the learner will identify the sentences.

Cross Reference to Reading Objectives FC30

Teaching/Learning Strategy

List several groups of words on the chalkboard. Include several complete sentences. Have the learners identify the sentences. Have the learners add words to the phrases to form complete sentences. Provide examples such as the following. Remind the learners to add capitals and punctuation if necessary.

1. mother, father, and baby brother
2. the little boy drew a beautiful picture
3. running through the woods as fast as a rabbit
4. beautiful colored dresses
5. under the table and cried
6. a tall glass of juice tastes good in the morning
7. books on the shelf
8. and ran quickly

Use the exercises and examples in the language arts textbook to provide additional experiences with this skill.

Answers

Sentences: 2. The little boy drew a beautiful picture.
6. A tall glass of juice tastes good in the morning.
Groups of words: 1, 3, 4, 5, 7, 8

Criterion

The learner will identify sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills
Sentence Structure **Objective No.** 32

Objective Given a sentence, the learner will identify the subject.

Cross Reference to Reading Objectives ES8, FS2

Teaching/Learning Strategy

Explain that a sentence has two parts: a subject and a predicate. Explain that the subject names what the sentence is about and the predicate relates something about the subject. Provide examples of subjects and predicates in the following manner. Ask the learners to match the subjects and predicates.

Subject	Predicate
1. A boy _____.	a. planted flowers
2. The girl _____.	b. rode her bicycle
3. The man _____.	c. drove the car
4. Some children _____.	d. live in the building
5. People _____.	e. played the piano

Engage the learners in the preparation of a "Subject and Predicate" chart. Make two columns on the chart. Label one column "Subject" and the other "Predicate." Ask the learners to locate words in various places and write them on the chart. Have the learners select words from the chart and write sentences. Direct them to draw a line under the subject in each sentence.

Answers

Responses can vary.

Criterion

The learner will identify the subject with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 33

Objective Given directions, the learner will write a sentence.

Cross Reference to Reading Objectives EC3, EC4, EC8, EL9, FC2, FC4, FC5, FC26

Teaching/Learning Strategy

Lead a discussion of the elements of a sentence. Point out that a sentence is a group of words used to tell, ask, command, or exclaim something. Show how a sentence begins with a capital letter and ends with a punctuation mark.

Encourage the learners to use complete sentences when speaking or writing. Provide a chart similar to the following. Direct one learner to write a word on one side of the chart. Have another learner supply a corresponding word or phrase on the other side. Help the learners to examine the words to determine whether the words complete a sentence. Direct the learners to use the information on the chart to write sentences.

WHO	DID WHAT
Boys	
	ate
Rabbits	
	smiled
Susan	
Mr. Jones	
	bark
Scissors	

(Continued)

OBJECTIVE NO. EF-33 (cont.)

Divide the class into small groups. Provide interesting discussion topics. Lead a discussion of the topics. Record the discussion and replay it for the learners. Tell the learners to determine if complete statements were used in the discussion. Direct the learners to write several sentences used in the discussion. Provide opportunities for writing sentences each day. Require the learners to use complete sentences when speaking and writing.

Answers

Responses will vary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 34

Objective Given a sentence, the learner will identify the action word.

Cross Reference to Reading Objectives ES6

Teaching/Learning Strategy

Lead a review discussion of action and action words. Point out that an action-type word is sometimes a naming word. Provide an example, such as "Mary can run. Mary has a run in her stocking." Display several pictures to illustrate various actions. Have the learners write sentences about the pictures. Help the learners to identify the word that describes the action. Have the learners underline the word. Direct the learners to write five sentences. Tell them to underline the action word(s) twice. Allow them to share their sentences. List the action words on a chart and display it prominently.

Mary picked the flower. Tom saw the book.

Jim played ball. Sue ran home.

Linda answered the question. Michael did his homework.

Ask the learners to locate action words in texts, magazines, stories, and newspapers. Require the learners to add new words to the action word chart.

Play a game with the learners. Ask them to list action words that begin with certain letters. Use the following procedure:

Name action words that begin with sk.
(skip, skate, skim)
Name action words that begin with cl.
(clap, climb, clip, cling)

Criterion

The learners will identify the action word in a sentence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 35

Objective Given a sentence, the learner will identify the subject and the predicate.

Cross Reference to Reading Objectives ES5, ES6, ES8, FS2

Teaching/Learning Strategy

Review and discuss the parts of a sentence. Write several sentences on the chalkboard. Help the learners to determine the subject and underline it once. Tell the learners to determine the predicate and underline it twice. Use examples such as the following:

Mary has an apple.

The boy read a book.

Horses like green grass.

Children like to jump rope.

Glass dishes break easily.

Tall boys can make many baskets.

Provide additional written practice by providing either the subject or the predicate part of a sentence. Require the learners to fill in the blank to complete the statement. Use the following model:

The baseball team _____.

A pretty house _____.

_____ is a good treat.

The children _____.

_____ is a very strange animal.

_____ help keep us well.

Use exercises from the language arts guide to provide additional experiences.

Answers

Responses will vary.

Criterion

The learner will identify the subject and predicate of a sentence with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 36

Objective Given a kernel sentence, the learner will add details that explain what happened, where it happened, and when it happened.

Cross Reference to Reading Objectives EC3, EC4, EC8, EL9, FC2, FC4, FC5, FC26

Teaching/Learning Strategy

Point out that a sentence contains a subject and a predicate. Tell the learners that it is necessary to add other details if the reader is to understand exactly what the writer means. Explain that clear, interesting sentences are a pleasure to read. Illustrate this concept in the following manner. Write a kernel sentence on the chalkboard. Ask a learner to expand the kernel sentence by adding a word(s) that tells what happened. Ask another learner to add one that tells where. Ask a third learner to add a word(s) that tells when. Discuss the new sentences by comparing them to the kernel sentence. Provide the additional examples shown below and direct the learners to copy and complete them.

I ate. (kernel sentence)
I ate oatmeal and cream. (tells what)
I ate oatmeal and cream at the table. (tells where)
I ate oatmeal and cream at the table this morning. (tells when)

Use other kernel sentences, such as the following:

Mother stopped.
Sarah listened.
She cried.
We hope.
They fell.
James listened.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 37

Objective Given both declarative and interrogative sentences, the learner will distinguish between them.

Cross Reference to Reading Objectives

EC11, FC20

Teaching/Learning Strategy

Plan instruction and practice exercises which are designed to help the learners distinguish between declarative and interrogative sentences. Explain that a sentence that tells something is termed declarative and ends with a period. Tell the learners that a sentence that asks a question is termed interrogative and ends with a question mark. Provide several examples of each on the chalkboard. Help the learners distinguish between declarative and interrogative sentences and punctuate each. Have the learners copy the sentences.

Provide several examples on the chalkboard. Omit the punctuation in each. Direct the learners to identify the sentence types by copying the sentences and punctuating them correctly. Use sentences such as the following:

Who took the pencil	The desk is in the corner
The books are on the table	Why are you sad
How did you find the watch	Sharon has a hat

Tell the learners to write five declarative sentences about the subject of the current social studies or science unit. Direct the learners to write five questions about the day's reading story. Allow the learners to exchange papers, answer the questions, underline the subject once and the predicate twice. Return the papers and allow the writers to check the papers. Discuss the answers.

Criterion

The learner will identify interrogative and declarative sentences with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Sentence Structure **Objective No.** 38

Objective Given a set of sentences and a topic, the learner will identify the irrelevant sentence.

Cross Reference to Reading Objectives EC3, EC5, EC8, EL9, FC2, FC4, FC5, FC27, FS16

Teaching/Learning Strategy

Introduce the concept of a paragraph by presenting several sentences on one topic. Include one irrelevant sentence. Arrange them in sequential order. Explain that the sentences in a paragraph must be relevant to the topic. Help the learners to read the sentences and delete the irrelevant sentence. Have the learners copy the paragraph. Use the following model as a guide:

> Tom was riding his bicycle. Suddenly, he saw a big hole in the road. Tom's sister is ten years old. Before he could stop, he fell on the ground. Tom was badly hurt.

Display a simple object. Direct the learners to observe the object and write four descriptive sentences about it in paragraph form. Allow the learners to display their work. Use an object such as a plant, toy, game, or piece of fruit. Help the learners to proofread their stories and delete irrelevant statements.

Answer

Tom's sister is ten years old.

Criterion

The learner will identify an irrelevant sentence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Paragraph Structure **Objective No.** 39

Objective Given instruction and a topic, the learner will write a paragraph and indent it correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a model of the correct form for a paragraph. Explain that a paragraph is comprised of several related sentences. Point out that the first sentence of each paragraph is indented. Have the learners find examples of paragraphs in their texts. Direct the learners to copy the model paragraph.

Write the following defective paragraph on the chalkboard. Have the learners assume the role of a teacher. Tell them to locate and correct the mistakes. Have the learners write the paragraph correctly.

Mary's Hat

Mary had a. She used a cloth bag. She rolled up the sides. Mary sewed on her

Provide a list of story starters at the writing center. Use pictures and imaginative topics to stimulate the learner to write a story. Help the learner to correct and rewrite the stories. Assemble the stories in booklets or display them on a bulletin board.

Answer

Mary made a nat. She used a cloth bag. She rolled up the sides. Mary sewed (a flower, beads, feathers, buttons) on her hat.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Paragraph Structure **Objective No.** 40

Objective Given an object, the learner will write a composition about it.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Cover a box with construction paper. Place a large question mark on the outside. Place several unusual objects inside. Direct the learners to select an object and write a short story which tells about the object. Remind the learners to use correct punctuation, capitalization, and spelling. Help them plan their stories by giving the following suggestions:

Tell where it is found.
Tell how it looks, smells, feels, sounds, or tastes.
Tell how the object is used.
Tell how it is made.
Tell who uses it.
Tell who owns one.

Allow the learners to write poems and stories about trips, movies, accidents, assemblies, relatives, community activities, and personal relationships.

Begin a room newspaper. Encourage the learners to prepare articles, poems, jokes, and cartoons. Duplicate and distribute the paper.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Vocabulary **Objective No.** 41

Objective Given a word, the learner will write the sense through which it is perceived.

Cross Reference to Reading Objectives EL8, EL9, EL10, EL11, FC30, FL6, FL7, FL8, FL9

Teaching/Learning Strategy

Assemble assorted objects such as a flower, a bell, a clock, perfume, sandpaper, a rock, sand, salt, a lemon, and a small doll. Encourage the learners to contribute examples. Discuss the objects and the manner in which they can be identified. Direct the learners to use such words as pretty, sticky, sharp, rough, loud, sweet, and soft to describe the objects.

Identify the senses that we use to gather information. Prepare a chart similar to the following. Ask the learners to write the words on the chart in the appropriate columns. Encourage the learners to suggest new words. Provide opportunities for the learners to write poems, reports, stories, jokes, and songs. Tell them to use the sensory words when speaking or writing.

SIGHT	SOUND	TOUCH	TASTE	SMELL
doll	bell	sandpaper	salt	perfume
clock	clock	rock	lemon	soap
book	radio	sand	candy	shampoo

Answers

Responses will vary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Vocabulary **Objective No.** 42

Objective Given a word, the learner will write its synonym in a sentence.

Cross Reference to Reading Objectives FW11, FW12, FW13

Teaching/Learning Strategy

Explain that words that have similar meanings are called synonyms. Help the learners to develop a list of appropriate verbs and adjectives. Tell them to match a word with a more descriptive synonym. Explain that writing is more interesting when expressive words are used. Include words such as the following in the list. Ask the learners to add words to the list. Have the learners use the words in a humorous story. Allow the learners to read their stories.

WORD	SYNONYM
swallowed	gulped
said	whispered
ran	galloped
ate	gobbled
pretty	beautiful

Use curriculum guides and spelling, phonics, and content area texts to locate additional suggestions and activities. Show the learners how to use picture dictionaries to locate synonyms for given words.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Vocabulary **Objective No.** 43

Objective Given a word, the learner will write its antonym.

Cross Reference to Reading Objectives FW13, FW14

Teaching/Learning Strategy

Explain that words that have opposite meanings are called antonyms. Develop a list of words such as those listed below. Help the learners to write the antonyms. Require the learners to use the words which best describe their feelings about an object, item, person, or activity. Ask the learners to write an antonym for each descriptive word.

cold _____	big _____	left _____	before _____
tall _____	last _____	lost _____	play _____

Write the following exercise on paper or the chalkboard. Tell the learners to select an antonym for the underlined word and complete the sentences.

The teacher told the noisy boy to be _____.
Instead of going up he had to go _____.
All work and no _____ makes Johnny a dull boy.
Tape the _____ flowers over the ugly hole.
Ask the tall man to help the _____ boy.

Answers

cold-hot; big-little; left-right; before-after;
tall-short; last-first; lost-found; play-work
quiet, down, play, beautiful, short

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Vocabulary **Objective No.** 44

Objective Given a pair of homonyms, the learner will use them correctly.

Cross Reference to Reading Objectives FW15

Teaching/Learning Strategy

Lead a discussion of the characteristics of homonyms. Explain that words which have the same sound but a different meaning, and usually a different spelling, are called homonyms. Present several pairs as a model. Point out the different spellings and meanings. Ask the learners to use each word in a sentence. Ask the learners to suggest examples. Write the examples in the following manner. Direct the learners to use each word in a sentence.

no - know	there - their	write - right	cent - sent
by - buy	some - sum	to - two - too	hear - here

I do not know how to do it. They have no fruit.

Provide a written exercise such as the following. Direct the learners to copy and complete the lesson. Allow the learners to refer to the list of homonyms if necessary.

She had the _____ answer.	I will _____ a letter.
I will _____ some ice cream.	He walked _____ his home.
They went to _____ house.	_____ is an apple.
I have one _____.	The boy _____ the letter.

Direct the learners to select five sets of homonyms. Tell the learners to use each one in a sentence. Help the learners check the sentences.

Answers

right, write; buy, by; their, there; cent, sent

Criterion

The learner will use homonyms with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing **Level** EF

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 45

Objective Given a word, the learner will locate it in a picture dictionary.

Cross Reference to Reading Objectives ES4, ES5, ES6, FS2

Teaching/Learning Strategy

Provide a list of familiar words. Have the learners copy the words. Direct the learners to locate each word in the dictionary. Tell the learners to note the page number and write it beside the word. Use words such as those provided below:

sign	fly	policeman
throat	swim	insect
wrote	hop	sum
butcher	dive	country
hound	rose	city

Select ten familiar words from the glossary of a content area textbook. List them on the chalkboard. Allow 15 minutes for the learners to locate the words, write the page numbers, and write them in sentences. Compare page numbers and sentences. Encourage the learners to look up a word whenever necessary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 46

Objective Given a word, the learner will refer to a picture dictionary and define the word.

Cross Reference to Reading Objectives ES4, ES5, ES6, FS2

Teaching/Learning Strategy

Select several unfamiliar vocabulary words from the reader or from a content area unit. Direct the learners to use the dictionary, locate the words, and write a definition or synonym for each. Use the following list as a model. Ask the learners to use each word in a sentence.

hobby	continent	transportation
oxygen	volley	community
climate	liquid	sum
protein	divisor	difference
cattle	catalog	communication

Encourage the learners to use the dictionary to check spelling and meaning.

Help the learners to compile and write a list of new words in a notebook. Tell the learners to write a sentence, definition, or synonym beside each.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing Level EF

Subskill Practical Writing: Oral Practice and Readiness Objective No. 1

Objective Given a field trip experience, the learner will recall and relate information.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Stimulate ideas for recalling and relating information by providing a first-hand experience of a community excursion. Take field trips which are related to the Level EF curriculum:

the post office	the fire department
the grocery store	a branch library
the police department	a shopping center

Have the learners progress from giving accounts of one trip to comparing two trips. Encourage them to compare the physical aspects of the sites, length of the trips, unexpected events, different community helpers, and other types of information gathered on the excursions.

Encourage the learners to talk about things they saw in nature on these trips, such as the first bud on a tree, the various sounds heard (whistling of the wind, song of birds), weather information, and the different animals or plants encountered. Help the learners make up jingles, poems, or stories about these things.

Have the learners prepare a collection of materials and information related to these experiences. Display them on a bulletin board or in an interest center.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing *Level* EF

Subskill Practical Writing: Oral Practice and Readiness *Objective No.* 2

Objective Given a planned field trip, the learner will compare the plans with the actual experiences of the excursion.

Cross Reference to Reading Objectives EC21, FC25, FC26, FC27

Teaching/Learning Strategy

Prepare learners for a trip by having them discuss what they will see, what they will do, what they may learn, and other types of appropriate information. Keep a record of the discussion on a chart similar to the one indicated below. Have the learners dictate a story after the experience, indicating their reactions and impressions of the trip. Write the draft on the chalkboard or on an experience chart as a working model. Ask the learners to use the model as a resource to prepare written reports of the trip.

Use the reports to complete the chart. Have the learners compare the plans of the trip and their reports. Discuss which plans were and were not accomplished. Encourage the learners to make suggestions for future trips.

Field Trips

LOCATIONS	EXPERIENCES
Museum of Science and Industry	View early forms of transportation.
5700 S. Lake Shore Drive	Note materials used in early forms of transportation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing — Level EF

Subskill Practical Writing: Dictate and Record Information — Objective No. 3

Objective Given a science project, the learner will record information.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a chart model for recording information from a science project as indicated below. Have the learners select animals to research for the project. Have the learners record their information on the chart.

Different Kinds of Animals

ANIMAL	SIZE	COVERING	HOW IT MOVES
dog	large	fur	walks or runs
cat	large	fur	walks or runs
bird	small	feathers	flies, hops, or walks
fish	varies	scales	swims

Have the learners report on their animals to the class. Ask the learners to draw a picture of their animal. Prepare a bulletin board display using the chart and the illustrations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing *Level* EF

Subskill Practical Writing: Dictate and Record Information *Objective No.* 4

Objective Given a discussion of mathematics concepts, the learner will dictate and copy a story problem.

Cross Reference to Reading Objectives FC17

Teaching/Learning Strategy

Provide opportunities for each learner to dictate a story problem in mathematics after teaching a particular concept. Have the learners draw upon familiar experiences and backgrounds as they dictate their story problems. Lead a discussion of the following questions:

Who will be in the problem?
What will happen?
What do you want to know?

Write the problems on the chalkboard as the learners dictate them so that they may be discussed and solved. Encourage the learners to copy the problems and work them out independently.

List all the learners' story problems on ditto masters so that copies may be put in "Story Problem" books. Have the learners show the books to their parents. Use this activity to promote learner pride and parental interest in creative work material, as well as to reinforce mathematical concepts.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing *Level* EF

Subskill Practical Writing: Dictate and Record Information *Objective No.* 5

Objective Given the opportunity to sign up for an activity, the learner will record the appropriate information.

Cross Reference to Reading Objectives ES20

Teaching/Learning Strategy

Prepare sign up sheets for learning centers, extra-curricular activities, and school duties which the learners are interested in doing. Explain the activity or duty carefully so that learners may decide which ones appeal to them the most. Have the learners sign up for an activity of their preference.

Prepare a writing center that contains activities similar to the following. Place a variety of interesting objects in a mystery box. Provide an opportunity for the learners to select an object from the box and write a description of it. Allow the learners to read their descriptions of mystery objects to the class or small groups. Ask the learners to guess the names of the objects from the descriptions. Collect a variety of appropriate cartoons and comic strips. Delete the captions and dialogues. Place them in a file box. Have the learners select a cartoon or a comic strip and write their own captions and dialogues. Provide an opportunity for the learners to share their captions and dialogue with the class or small groups.

Criterion

The learner will record information with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

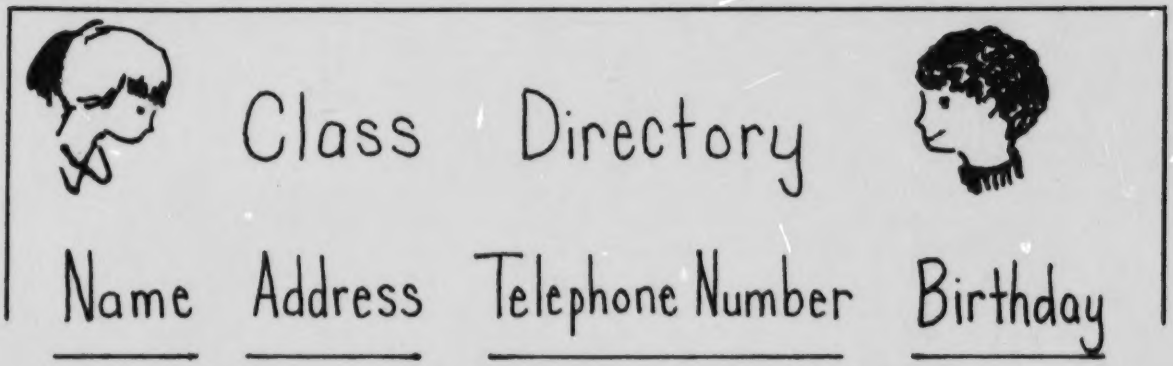
Subskill Practical Writing: Dictate and Record Information **Objective No.** 6

Objective Given a form, the learner will record his or her name, address, and telephone number.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Initiate the development of a class directory in which the learners write their names, addresses, and telephone numbers. Have the learners record their birth dates in the directory so that their classmates may send them birthday cards. Make this class activity a friendly, sharing time.



Have the learners prepare self-addressed envelopes. Have them address the envelopes with the appropriate information. Check to see that they have addressed the envelope properly. Use the envelopes to send invitations, announcements, and other forms of information home.

Criterion

The learner will record his/her name, address, and telephone number with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level EF

Subskill Practical Writing: Dictate and Record Information

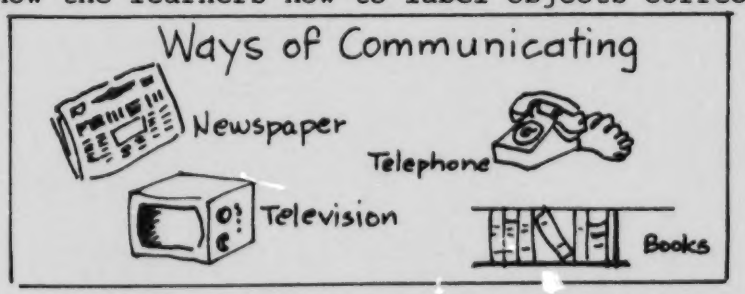
Objective No. 7

Objective Given experiences with labels, the learner will label an object correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that a label is usually a band of paper that is attached to an object for the purpose of identification or description. Show how labels can provide information. Label the following objects in the classroom: pictures on the bulletin boards, objects on display tables, materials in bookcases, books in the library corner, and materials in the learning center. Use a project in language arts or the content areas as indicated below to show the learners how to label objects correctly.



Plan a display of objects or pictures related to a unit of study. Ask the learners to bring or make objects related to the study unit. Have the learners label the objects correctly and display them on the bulletin board, table, or shelf.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing

Level EF

Subskill Practical Writing: Dictate and Record Information

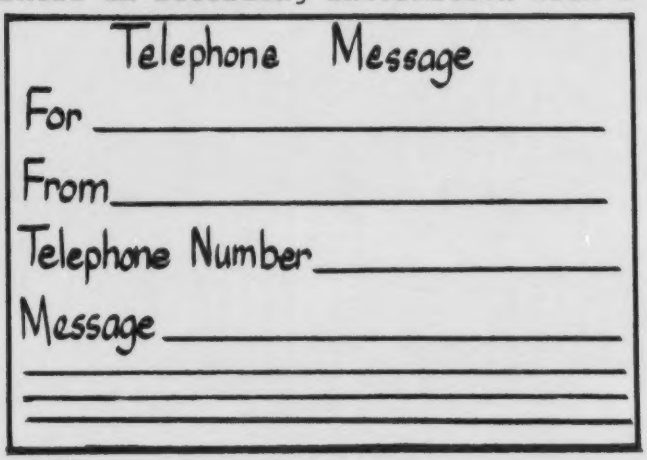
Objective No. 8

Objective Given a form, the learner will record information from a telephone message.

Cross Reference to Reading Objectives FS16

Teaching/Learning Strategy

Discuss the importance of recording correct information from a telephone message. Stress the necessity for listening attentively to the message, asking pertinent questions, and recording the information correctly. Prepare a simple form as indicated below to assist the learners in recording information from a telephone message.



Arrange a game activity using two toy telephones in the classroom. Have various types of conversations planned that enable one learner to give a message for another learner to record. Include social, business, and emergency calls. Have the "called" learner use the suggested form to record the message correctly.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Writing — Level EF

Subskill Practical Writing: Dictate and Record Information — Objective No. 9

Objective Given a subject to observe, the learner will record information.

Cross Reference to Reading Objectives FC17

Teaching/Learning Strategy

Discuss the term observe with the learners, noting that it means to see, to notice, or to study. Ask the learners to observe the clouds in the sky on the way to school every morning for a week. Direct the learners to observe the shape and color of the clouds. Provide a form similar to the one suggested below for the learners to record their information.

April 1980				
Monday	Tuesday	Wednesday	Thursday	Friday
7	8	9	10	11
Shape:_____ Color:_____	Shape:_____ Color:_____	Shape:_____ Color:_____	Shape:_____ Color:_____	Shape:_____ Color:_____

Compile a classroom list of subjects for observation. Ask the learners to select subjects from the list. Direct the learners to observe the subject and keep records of their observations. Have the learners share their record of information with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing Level EF

Subskill Practical Writing: Alphabetizing Objective No. 10

Objective Given a series of words in random order, the learner will alphabetize them.

Cross Reference to Reading Objectives ES7, FS1, FS2

Teaching/Learning Strategy

Prepare 26 picture-word cards taken from a Level EF vocabulary list. Have each card show a picture-word beginning with a different letter of the alphabet. Arrange these cards in random order and place them in a game box. Give the learners directions for arranging these picture-word cards in alphabetical order. Provide a master alphabet list so that the learners may check the order of their card arrangements.

Have the learners begin alphabetizing five picture-word cards at a time. Increase the number of cards gradually until the learners are able to alphabetize the 26 picture-word cards correctly.

Make an "Animal Alphabet Scrapbook." Have the learners identify an animal whose name begins with each letter of the alphabet. Use library books and picture dictionaries to locate information about the animals. Have the learners write a short story about each animal and illustrate it. Place the stories and illustrations in a scrapbook in alphabetical order. Plan a trip to the zoo to view some of the animals.

Criterion

The learner will alphabetize words correctly, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing *Level* EF

Subskill Practical Writing: Alphabetizing *Objective No.* 11

Objective Given instruction, the learner will write the upper- and lower-case letters of the alphabet in sequential order.

Cross Reference to Reading Objectives ES7, FS1, FS2, FC27

Teaching/Learning Strategy

Give instruction on writing the individual upper- and lower-case manuscript letters. Show proper form, size, and shape. Provide exemplary models to guide the learners. Have the learners practice writing in the air and complete other writing activities. Direct the learners to practice writing both upper- and lower-case letters at a specific time each day.

Provide homework activities to assist the learners in developing skill in writing the upper- and lower-case letters of the alphabet in sequential order.

Play an alphabet race. Have a learner take a set of alphabet letters written in upper case. Give a second learner a set of lower-case letters. Give a signal for the learners to arrange and match their letters in correct alphabetical order on the chalk ledge. Check to see which learner correctly completes the task first.

Use an alphabet chart with different letters covered each day. Direct learners to copy the alphabet, inserting the missing letters. Have the learners keep a folder of handwriting activities so that they can see improvement in their work. Display samples of the learners' manuscript writing which indicate that they are able to write the upper- and lower-case letters of the alphabet in sequence.

Criterion

The learner will write upper- and lower-case manuscript letters of the alphabet in sequence, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing Level EF

Subskill Practical Writing: Sequence Objective No. 12

Objective Given a situation, the learner will identify the cause-effect relationship.

Cross Reference to Reading Objectives EC24, FC24, FC27

Teaching/Learning Strategy

Explain to the learners that a cause-effect relationship occurs when an event or situation (cause) produces a result (effect). Write the following cause-effect sentences on the chalkboard. Discuss the sentences with the learners. Ask the learners to match the cause sentences with the appropriate effect sentences.

Cause	Effect
1. There is a hole in the street.	__Paul was late for school.
2. The alarm clock did not go off this morning.	__There was a thunderstorm this afternoon.
3. There are dark clouds in the sky.	__Anthony was very happy.
4. Anthony won the spelling contest.	__Laura is tired today.
5. Laura stayed up late last night.	__Doris fell on the way to school.

Have the learners write their own cause-effect sentences. Ask the learners to illustrate their sentences. Provide an opportunity for the learners to share their sentences. Display the sentences on the bulletin board.

Answers

2, 3, 4, 5, 1

Criterion

The learner will identify cause-effect relationships, with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing — Level EF

Subskill Practical Writing: Sequence — Objective No. 13

Objective Given a set of written instructions, the learner will follow them sequentially.

Cross Reference to Reading Objectives FC9

Teaching/Learning Strategy

Encourage learners to follow directions in sequential order. Lead them to organize their thinking to correlate with steps in a plan. Place written directions for a language arts activity similar to the following on the chalkboard. Direct the learners to read the directions and complete the activity.

1. Write the correct heading on your paper.
2. Copy the poem on your paper.
3. Draw a line under the nouns in the poem.

Signs of Spring

The signs of spring
are umbrellas and raincoats,
flowers and boats,
birds and kites,
and children riding bikes.

By Jennifer Chappas, from Freckled Fantasies, published by the Board of Education, City of Chicago.

Check the learners' papers to see if the written directions were followed correctly.

Place student-made direction charts in learning centers. Suggest topics such as how to care for an aquarium, how to use audiovisual equipment, or how to use the game center.

Answers

Nouns: signs, spring, umbrellas, raincoats, flowers, boats, birds, kites, children, bikes

Criterion

The learner will follow written instructions sequentially, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Sequence **Objective No.** 14

Objective Given an observation experience, the learner will describe a sequential job process.

Cross Reference to Reading Objectives EC8, FC9, FC17, FC27

Teaching/Learning Strategy

Plan a field trip to a community department store, organization, or agency for the purpose of observing a community helper at work. Use books, magazines, newspapers, films, and filmstrips to prepare the learners for the trip. Guide the learners in the observation of the various community helpers at work during the field trip.

Discuss the community helpers that were met following the trip. Prepare a chart from the discussion, showing each helper's sequential job process. Have the learners write a short story about a community helper's job. Direct them to use the information on the appropriate chart. Encourage the learners to illustrate their stories. Prepare a bulletin board display of the stories.

Plan additional experiences that involve the observation of the following community services and helpers:

grocery store	grocer
post office	mail carrier
bank	banker
library	librarian
police department	police officer

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing — Level EF

Subskill Practical Writing: Sequence — Objective No. 15

Objective Given a topic and related words, the learner will write a story using these words.

Cross Reference to Reading Objectives FC27

Teaching/Learning Strategy

Discuss with the learners the idea that words are labels for thought. Lead learners to keep a folder of words related to a topic that they may use in writing. Include words related to the following topics:

zoo	city	communication
farm	transportation	recreation

Have the learners find pictures that illustrate these words or relate to the topic and include them in the folder.

Prepare the learners for the story writing experience with a discussion of material from the folders. Ask the learners to write some of their topic words on the chalkboard. Have them show pictures illustrating their topics and words. Direct the learners to write a story related to their topic words and folders.

Develop a bulletin board using the learners' stories and materials from their folders. Place the stories on the bulletin board under various topical headings. Use this activity to improve writing and vocabulary skills.

Have the learners extend their folders to include vocabulary logs to record new words.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing Level EF

Subskill Practical Writing: Sequence Objective No. 16

Objective Given a set of four related sentences, the learner will write the sentences sequentially in paragraph form.

Cross Reference to Reading Objectives FC9, FC27

Teaching/Learning Strategy

Initiate instruction on this objective by discussing how a paragraph is written. Note that a paragraph is a group of sentences related to one idea or topic. Show how a paragraph develops a topic and grows, sentence by sentence. Explain that a paragraph may require sequential sentence order.

Copy the following sentences on the chalkboard for the learners. Explain that when these sentences are put in sequential order they will tell a story. Have the learners organize the sentences sequentially and write them in paragraph form. Stress that the first sentence should be indented and that the beginning letter of each sentence should be capitalized.

1. There they met the ugly troll.
2. On the hillside they ate and ate and got so fat that they were hardly able to walk.
3. They then decided to go home by crossing the bridge over the river.
4. After winter, the three billy goats had to go to the hillside to eat and get fat.

Answers

Correct sequence: 4, 2, 3, 1

Criterion

The learner will write four related sentences sequentially in paragraph form with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level EF

Subskill Practical Writing: Record Keeping

Objective No. 17

Objective Given a form, the learner will keep an appropriate record.

Cross Reference to Reading Objectives ES1, FS4

Teaching/Learning Strategy

Explain to the learners the importance of keeping records. Show how records help organize information. Plan a class visit to the school library. Ask the librarian to show the learners how records are used in the library to locate books and information. Provide an opportunity during the visit for the learners to select recreational reading books. Show the learners the parts of a book. Explain the information on the title page: title of the book, author's name, illustrator's name, and publisher of the book.

Direct the learners to keep a record of the books they read. Stress that this record will help them remember books they enjoyed. Provide a form similar to the one below for the learner to keep an appropriate record of books read. Show the learners the correct procedures for recording information. Encourage recreational reading and provide an opportunity for the learners to show information concerning interesting books they have read.

(Date) _____

Title: Reading Is Fun _____

Author: _____

I liked this book because _____

(Continued)

Use the following list from the Summer Recreational Reading Program, Chicago Board of Education, 1978, to recommend reading selections for the learners.

Recommended Titles

LEVEL E

Bonsall, Crosby	Tell Me Some More
DeRegniers, Beatrice	May I Bring a Friend?
Elkin, Benjamin	Six Foolish Fishermen
Hurd, Edith	Come and Have Fun
Hurd, Edith	The Mother's Kangaroo
Hoff, Syd	Barkley
Kraus, Robert	Leo the Late Bloomer
Lobel, Arnold	Frog and Toad All Year
Parish, Peggy	Ootah's Lucky Day
Rey, Hans	Curious George Flies a Kite

LEVEL F

Benchley, Nathaniel	Small Wolf
DePaola, Tomie	Strega Nona
Fatio, Louise	The Three Happy Lions
Hutchins, Pat	Don't Forget the Bacon!
Kessler, Leonard	Kick, Pass, and Run
Kessler, Leonard	On Your Mark, Get Set, Go!
Lobel, Arnold	Mouse Tales
McCloskey, Robert	Make Way for Ducklings
MacGregor, Ellen	Theodore Turtle
Selsam, Millicent	First Look at Flowers

Criterion

The learner will keep an appropriate record of information, with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Outlining Information **Objective No.** 18

Objective Given a story read orally, the learner will write a sentence stating the beginning, the middle, and the end of the story.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read a story to the learners. Select the story from a basal reader, language arts text, or literature book. Provide an opportunity for the learners to discuss the story after the listening experience.

Place the following suggested outline form on a chart or the chalkboard after the discussion.

_____
(Title of the Story)

Beginning of the story_____
_____
_____

Middle of the story_____
_____
_____

End of the story_____
_____
_____

Have the learners complete the outline form. Direct them to state the beginning, the middle, and the end of the story in sentence form. Provide an opportunity for the learners to illustrate their sentences. Prepare a bulletin board display of the learners' work.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Outlining Information **Objective No.** 19

Objective Given a main idea and supporting details, the learner will write a story.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide several main idea/detail sets on various themes to help the learners write stories as indicated below. Use themes from language arts texts and content area units of study. Allow the learners to select main idea/detail sets and write their stories.

Theme: Transportation

Main Idea/Detail Set One

Our class takes a trip to the airport.
- They plan the trip.
- They watch airline people work.
- They talk to airline workers.

Main Idea/Detail Set Two

You get a new bicycle for your birthday.
- The bicycle is new and shiny.
- The bicycle has special features.
- You learn to ride responsibly.

Provide several main idea/detail sets for the learners. Show them how to use the sets as guides for writing their stories. Ask the learners to illustrate their stories. Have the learners share their stories with the class. Check to see that they use the main idea and supporting details as outlines for writing their stories. Display the stories on the bulletin board under the appropriate theme headings.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Outlining Information **Objective No.** 20

Objective Given a model, the learner will outline an information selection.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a model outline form as indicated below. Place it on a chart for reference.

Title:
Main Idea:
Detail:
Detail:
Detail:

Read a short informational selection from a language arts text, a content area text, a literature book, or a curriculum guide similar to the one listed below. Have the learners use the model to outline the information selection.

The Stars

In ancient days people spent a great deal of time studying the stars and gradually developing many stories around them. Some of the names given the stars in the stories are still used by us today. When instruments were not available, travelers also used the stars to locate directions. In doing so, travelers noticed that many stars in our sky rose and set just as the sun does, but the North Star did not rise or set. It was and is always in the same spot, directly above the North Pole.

(Continued)

OBJECTIVE NO. EF-20 (cont.)

Answer

Title: The Stars

Main Idea: In ancient days people spent a great deal of time studying the stars.

Detail: They gave the stars names.

Detail: They used the stars to locate directions.

Detail: They noticed the North Star was always in the same place.

Criterion

The learner will use a model to outline information, with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Letters **Objective No.** 21

Objective Given instruction, the learner will compose an original social letter.

Cross Reference to Reading Objectives EC8, FC17

Teaching/Learning Strategy

Explain to the learners that friendly letters are an important form of written communication that enable us to share our thoughts, feelings, and information with relatives and friends who are not always nearby. Show the learners a model of this writing form as indicated below. Discuss the model with the learners.

Heading
180 Lincoln Avenue
Chicago, Illinois 60618
December 28, 1980

Greeting Dear Angela,

Body
Your postcard came today. I was happy to hear from you. What was your favorite ride at Disneyland? Did you know that we went there last year? We went on many rides. Please write soon.

Closing
Your friend,

Signature
Kim

(Continued)

OBJECTIVE NO. EF-21 (cont.)

Use questioning to help the learners recognize the purposes of a friendly letter: share good news, cheer someone up, and invite someone to a party. Be on the alert for opportunities requiring social letters. Use actual situations to provide meaningful learning experiences. Have the learners write social letters for such occasions.

Make a letter-writing scrapbook. Use learners' letters and letters they have collected as models. Include such types of letters as --

an invitation to a party
a message from a relative or a friend
a get-well message
a thank-you letter for a gift.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
	_____	p. ____	p. ____	p. ____
	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing — Level EF

Subskill Practical Writing: Letters — Objective No. 22

Objective Given instruction, the learner will write a "thank-you" letter.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the purposes of a "thank-you" letter as a means of communicating your appreciation. Discuss the varied circumstances which would call for a "thank-you" letter. Tell the learners that "thank-you" letters are written in appreciation of--

a gift
a kind act
an invitation to a special occasion.

Have the learners write a "thank you" letter, similar to the model below.

Heading

210 River Street
Chicago, Illinois 60601
November 3, 1980

Greeting Dear Uncle Tony,

Body Thank you for my birthday present. I enjoy the ice skates very much. My friends and I skate after school.

Closing

Signature Your nephew,
David

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Letters **Objective No.** 23

Objective Given information, the learner will contribute to the writing of a business letter.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that business letters are written for the purpose of requesting or giving information. Place examples of business letters on the bulletin board. Show the learners sample business letters in language arts texts.

Encourage learners to make suggestions as to what information they would like to receive and where they should write for the information. Record their ideas on the chalkboard. Suggest places to write for information, such as--

to a museum for brochures and schedules
to the Secretary of State for regulations on bicycle riding
to City Hall for information on community helpers.

Compose this letter as a group activity.

Motivate the children to collect business letters that their parents are willing to give up for a scrapbook.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Practical Writing: Letters **Objective No.** 24

Objective Given instruction, the learner will address an envelope.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide an enlarged model of an addressed envelope for learners to study. Explain to the learners what information is included on the envelope.

Return Address

Edward Fox
832 Long Street
Chicago, Ill. 60610

Address

Mrs. Ann Jones
14 Plain Avenue
Detroit, Mich. 41420

Have the learners address envelopes for various types of letters, using their address as the return address. Prepare envelopes with lines for the address and return address to facilitate neat and proper work. Caution the learners to--

Write legibly.
Use appropriate capitalization and punctuation.
Use correct and complete addresses.
Place the stamp in the proper position.

Take a field trip to show learners how mail is processed for delivery. Discuss with the mail carrier why it is important to address envelopes correctly.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing — *Level* EF

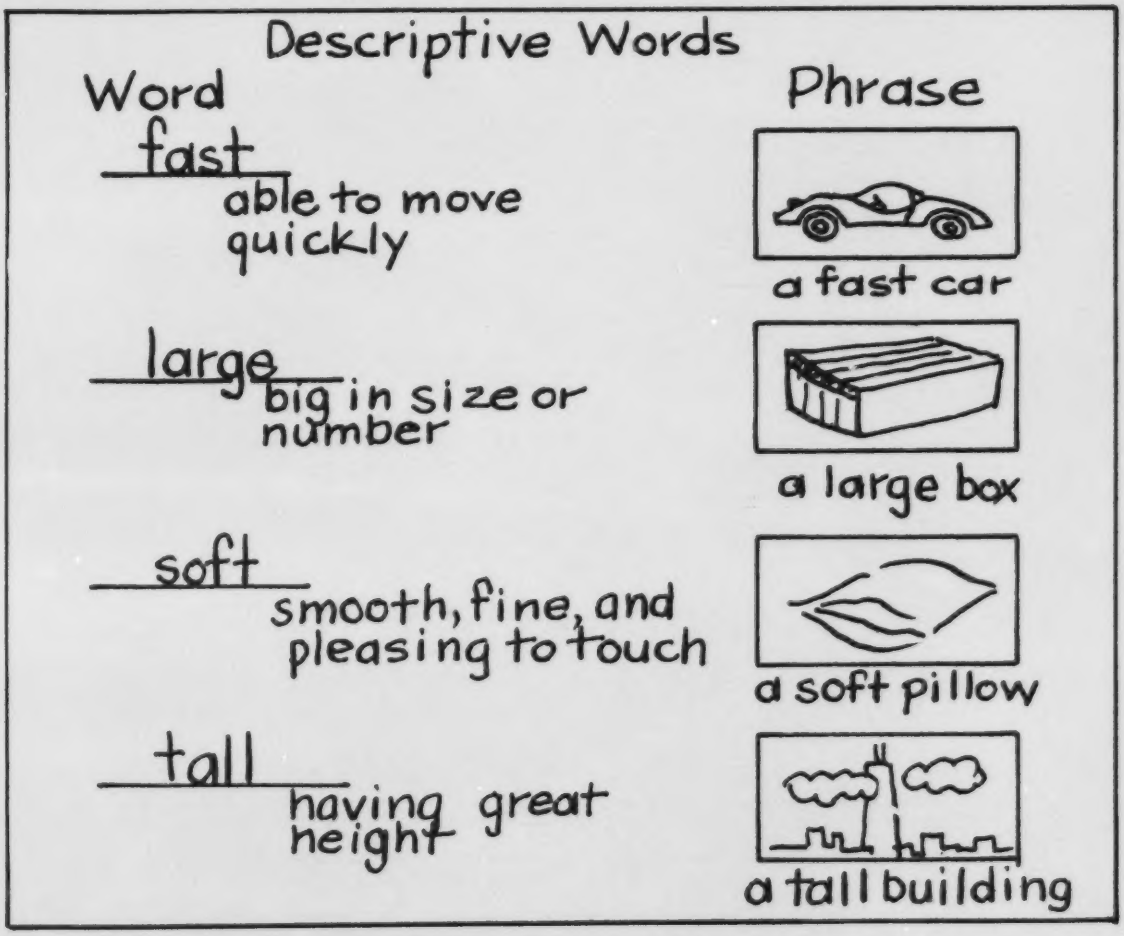
Subskill Creative Writing: Oral Practice and Readiness — *Objective No.* 1

Objective Given a list of descriptive words, the learner will use them in a creative writing project.

Cross Reference to Reading Objectives EC1, EL11

Teaching/Learning Strategy

Prepare a chart listing descriptive words. Provide an opportunity for the learners to discuss the words and use them in phrases and sentences. Have the learners write the words on composition or notebook paper and collect pictures illustrating them. Direct the learners to post each picture and to label it, using the descriptive word in a phrase. Have the learners place the words in alphabetical order and use folders and paper fasteners to make picture dictionaries.



(Continued) 239

OBJECTIVE NO. EF-1 (cont.)

Have the learners share their picture dictionaries with the class. Provide opportunities for the learners to use their picture dictionaries when writing riddles, poems, and stories.

Alternate projects might include the following:

descriptive word flash cards
descriptive word bingo
descriptive word labels/titles
descriptive word stories.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** EF

Subskill Creative Writing: Oral Practice and Readiness **Objective No.** 2

Objective Given experience with riddles, the learner will write an original riddle.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Write riddles from Mother Goose on the chalkboard as indicated below:

A

Old Mother Twitchett had but one eye,
And a long tail, which she let fly;
And everytime she went over a gap,
She left a bit of her tail in a trap.

B

I've seen you where you never were,
And where you ne'er will be.
And yet you in that very same place,
May still be seen by me.

C

As I went through the garden gap,
Who should I meet but Dick Red-Cap!
A stick in his hand, a stone in his throat,
If you tell me this riddle, I'll give you a groat.

Have the learners read the riddles orally. Direct the learners to write the riddles and indicate their answers at the end of the paper. Provide an opportunity for the learners to share their answers in small groups.

(Continued)

OBJECTIVE NO. EF-2 (cont.)

Direct the learners to write their own riddles. Have them place their riddles on the chalkboard. Ask a learner to volunteer to read a riddle and guess the answer. Maintain a file of riddles for additional oral and written communication activities.

Answers

A. a needle and thread B. reflection in a mirror C. a cherry

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing — **Level** EF

Subskill Creative Writing: Oral Practice and Readiness — **Objective No.** 3

Objective Given a list of words that rhyme, the learner will compose a poem.

Cross Reference to Reading Objectives FL4

Teaching/Learning Strategy

Write a poem similar to the following on the chalkboard. Have the learners read the poem orally and identify the rhyming words.

The Vacuum Cleaner
by Christy Tertl

I have an anteater that cleans up my rug.
He has a tail but this one's a plug.
He can't eat an ant, a mouse, or a bug.
But he knows what he's good for - cleaning my rug.

from The Green Taste of Life, published by the Board of Education, City of Chicago.

Discuss rhyming words with the learners. Write the following suggested list of words on the chalkboard:

cold	_____	_____	_____
sing	_____	_____	_____
sleep	_____	_____	_____
wish	_____	_____	_____
work	_____	_____	_____

Have the learners write the words on composition paper and add rhyming words on the appropriate lines. Have the learners add words to the suggested list. Direct the learners to compose a poem using rhyming words from the list. Provide an opportunity for the learners to illustrate and to read their poems. Prepare a bulletin board display of the poems.

(Continued)

Answers

Poem: rug, plug, bug, rug
Rhyming Words: Responses will vary.

Spring
by Erik Bach

The day is light,
The sun is bright,
Come and play -
It's a Spring Day!
Eggs hatch.
Everybody laughs.
Spring is here!
Spring is here!

from The Green Taste of Life, published by the Board of Education, City of Chicago.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing Level EF

Subskill Creative Writing: Oral Practice and Readiness Objective No. 4

Objective Given a discussion on personal experiences, the learner will write a story.

Cross Reference to Reading Objectives FC17

Teaching/Learning Strategy

Encourage the learners to discuss personal experiences. Use leading questions to guide the discussion. Have the learners discuss similar experiences in small groups. Provide an opportunity for each group to share its discussion. Have the learner write a story on a personal experience after the discussion. Use personal experiences such as the following for story topics:

A Shopping Trip	A Family Pet
An Exciting Game	A Special Occasion
A Special Happening	A Favorite Vacation

Help the learners with spelling, punctuation, and grammar. Direct the learners to exchange papers for proofreading and to make necessary corrections. Have the learners share their personal experience stories with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing

Level EF

Subskill Creative Writing: Oral Practice and Readiness

Objective No. 5

Objective Given an opportunity to view an illustration, the learner will write a story describing the picture.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Prepare a file of interesting illustrations using books, newspapers, magazines, and brochures. Display one of the illustrations in an appropriate classroom location. Have the learners view the illustration individually or in small groups. Guide a discussion of the illustration. Write pertinent comments on the chalkboard. Direct the learners to contribute to a group story describing the illustration. Include the pertinent comments in the story. Have the learners write the story and illustrate it.

Assign the learners to small discussion groups. Have each group select an illustration from the picture file and conduct a discussion describing it. Direct each learner to write a story describing the picture. Assist the learners with spelling, punctuation, and grammar. Have the learners illustrate their stories. Provide an opportunity for the learners to share their stories with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level EF

Subskill Creative Writing: Sentences, Captions, and Titles

Objective No. 6

Objective Given an incomplete story, the learner will write an ending for it.

Cross Reference to Reading Objectives FC22, FC24

Teaching/Learning Strategy

Select an interesting story from a basal reader or a literature book. Read or tell the story to the learners. Have the learners discuss the selection and identify the beginning, the middle, and the end of the story. Have the learners work in small groups. Ask each group to formulate an alternative ending for the story. Provide an opportunity for the various groups to share their endings with the class.

Read or tell a story to the learners. Omit the end of the story. Direct each learner to compose an ending for the story. Encourage the learners to illustrate their story endings. Provide an opportunity for the learners to share their endings with the class. Read or tell the end of the original story. Have the learners compare their endings with the original.

Collect familiar comic strips. Delete the dialogue from the end section. Divide the learners into small groups and have them complete the dialogue. Provide an opportunity for each group to share its completed dialogue.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing — Level EF

Subskill Creative Writing: Sentences, Captions, and Titles — Objective No. 7

Objective Given a list of descriptive words, the learner will use them in sentences.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Show the learners how descriptive words are used to enhance their writing. Based on Unit III, "Food in Our Community," and Unit IV, "Clothing in Our Community," from the Curriculum Guide for Social Studies, Primary Two, prepare lists of descriptive words. Place them on charts as indicated below. Ask the learners to add words to the lists and to provide appropriate illustrations.

Words Describing Food		Words Describing Clothes	
sweet	spicy	work	cotton
sour	bland	dress	rayon
juicy	fresh	play	nylon
solid	frozen	sport	silk
sticky	canned	rain	winter
gooey	creamy	lounging	summer
crunchy	nutty	woolen	spring

Direct the learners to write about foods and clothes, using the above descriptive terms. Have the learners assemble a class catalogue of foods and clothes, using pictures and descriptions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing *Level* EF

Subskill Creative Writing: Sentences, Captions, and Titles *Objective No.* 8

Objective Given a short story, the learner will write a title for it.

Cross Reference to Reading Objectives EC2, EC5

Teaching/Learning Strategy

Write several short stories on the chalkboard or a worksheet as indicated below. Direct the learners to read the selections and write a title for each.

1. _____
Susan and William lived on River Street. One day a large truck parked in front of a house at the end of the street. Men carried furniture from the truck to the house. They saw the men carry a bicycle and a wagon into the house. The next day Susan and William went to see their new neighbors.

2. _____
The snow fell throughout the day. Soon it made a white cover on the ground. It covered the houses, the cars, and the trees. After school, the boys and girls played in the snow with their sleds.

Provide an opportunity for the learners to read their titles and to state their reasons for choosing them.

Answer

Responses will vary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level EF

Subskill Creative Writing: Sentences, Captions, and Titles

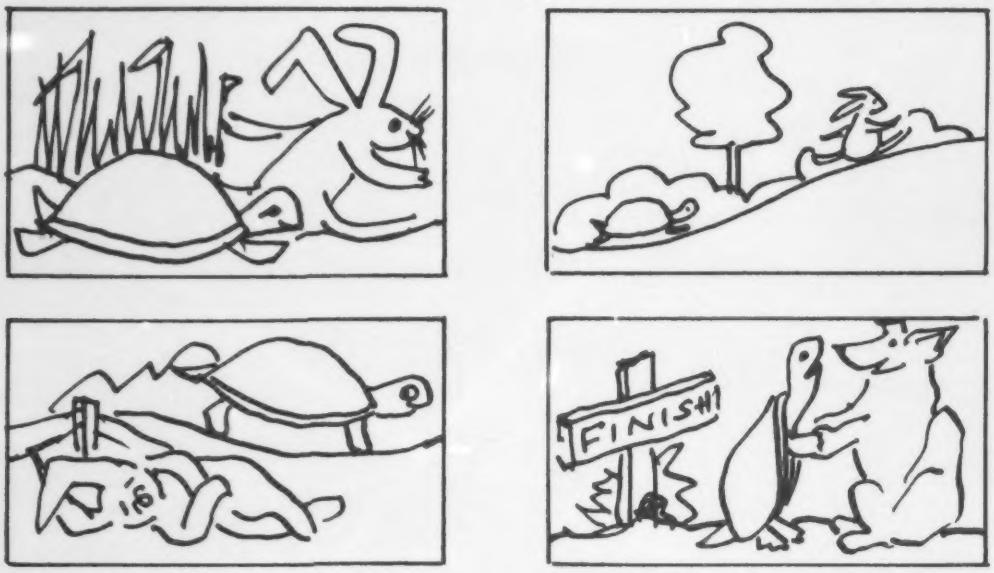
Objective No. 9

Objective Given a set of pictures, the learner will write captions.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a set of pictures which tell a story. Place them on a bulletin board, a chart, or a worksheet. Have the learners discuss the pictures in small groups. Direct the learners to write a caption for each picture, using a story sequence. Allow the learners to share their captions with the class.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing

Level EF

Subskill Creative Writing
Sentences, Captions, and Titles

Objective No. 10

Objective Given a selection of topics, the learner will write an original story.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Write a list of suggested story topics on the chalkboard similar to those indicated below. Provide an opportunity for the learners to add topics to the list.

My Favorite Pet
An Exciting Game
A Special Holiday
An Interesting Vacation

Have the learners discuss the story topics in small groups. Direct the learners to write a story on a selected topic. Assist the learners with spelling, punctuation, and grammar. Provide an opportunity for the learners to read their stories to the class. Prepare a bulletin board display of the stories.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing — Level EF

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts — Objective No. 11

Objective Given model poems, the learner will write an original poem.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read several poems to the learners from basal readers or literature books. Write a poem on the chalkboard similar to the following:

Spring
by Erik Bach

The day is light,
The sun is bright,
Come and play,
It's a Spring Day!
Eggs hatch.
Everybody laughs.
Spring is here!
Spring is here!

from The Green Taste of Life, published by the Board of Education, City of Chicago.

Provide an opportunity for the learners to read and to discuss the selection. Have the learners write an original poem. Allow the learners to illustrate their poems and to share them with the class. Use the poems in a bulletin board display.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing Level EF

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts Objective No. 12

Objective Given simple articles from a school newspaper, the learner will write an original article.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Show the learners copies of a school or a room newspaper. Read sample articles to the learners from the paper. Discuss the articles with the learners. Show how pertinent information is included in the articles.

Discuss room news events with the learners. Include the following types of events:

Our Field Trip	A Classroom Visitor
The Science Fair	A Holiday Program

Explain how to write an article for the newspaper. Encourage the learners to use the five W's (who, what, where, when, and why) when writing their articles. Edit the learners' stories and have them rewrite their articles. Show the learners how to illustrate their stories. Submit the articles for placement in a school/room newspaper.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing Level EF

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts Objective No. 13

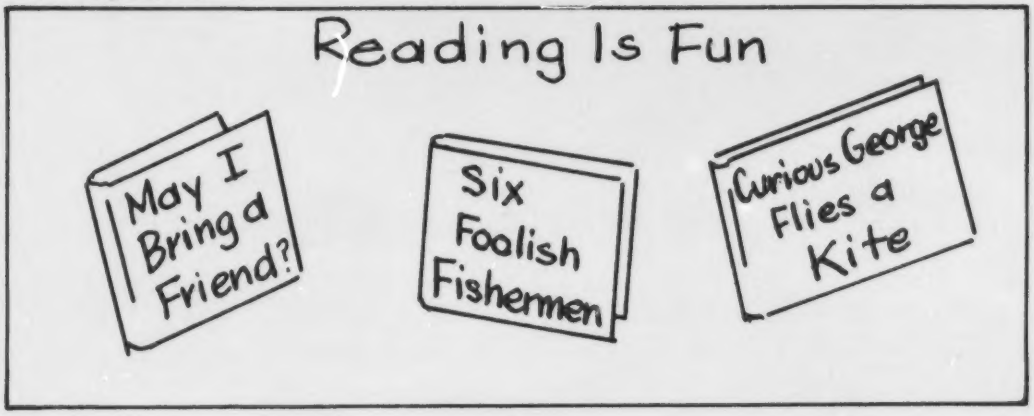
Objective Given experiences with books, the learner will prepare a report.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Prepare a library corner or a book nook in the classroom. Obtain appropriate and interesting books for the learners from the school library, public library, or other sources. Encourage the learners to use the library. Allow the learners to keep a library book in their desks for independent reading.

Encourage the learners to read appropriate literature books. Have them prepare book reports on their reading that include the following information: the title, the author, and a brief sentence or statement about the story. Prepare a bulletin board display of the reports.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing — Level EF

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts — Objective No. 14

Objective Given a story selection, the learner will identify the dialogue.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Show the learners examples of dialogue in basal readers or literature books. Have the learners read or act out the dialogue. Provide the learners with a story selection. Have them underline the dialogue. Use the dialogue for a puppet show presentation. Have the learners work in small groups to prepare the puppet show. Request each group to work on one phase of the preparation, such as stage construction, puppet making, and dialogue presentation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Appendix

SUGGESTED ELEMENTARY SCHOOL

TIME DISTRIBUTION FOR LANGUAGE ARTS

SUBJECT AREAS	WEEKLY TIME DISTRIBUTION IN MINUTES							
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8
Language Arts (Listening, Speaking, Writing, Reading, Spelling, Handwriting)	820	800	625	500	460	400	300	300
Library Science	60	60	60	80	80	80	80	80
Foreign Languag*	80	80	145	145	145	145	145	145

*If foreign languages are not included in the instructional program of the local elementary school, this time may be used for additional language arts instruction.

A LANGUAGE ARTS CHECKLIST FOR ELEMENTARY TEACHERS

_____ I am aware of the facets of communication that are embraced in the language arts curriculum.

_____ I am able to explain the interrelationship of listening, speaking, reading, and writing.

_____ I understand how learners develop preschool language skills and how this development influences language instruction.

_____ I know how to integrate language arts instruction into the school day.

_____ I am aware of varied methods and strategies that may be used for effective language arts instruction.

_____ I know how to select and use language arts materials.

_____ I understand how to use differentiated grouping patterns in all language arts areas.

_____ I understand how to correlate instruction in the four language arts areas.

_____ I am aware of the important role that readiness plays at all levels of language arts instruction.

_____ I know how to develop oral language skills.

_____ I understand how to teach listening comprehension skills.

_____ I understand the mechanics involved in teaching handwriting.

_____ I am aware of the difference between practical and creative writing.

_____ I know techniques and strategies for teaching reading.

_____ I am able to communicate effectively with parents regarding the language arts program.

_____ I am aware of the National Council of Teachers of English and have read some of their publications as well as other professional language arts materials.

CHICAGO PUBLIC SCHOOLS

HANDWRITING AWARD

This certificate is awarded to

_____

For Excellence in Handwriting

_____
Principal

_____
Teacher

_____
Date

251

259

260

Bibliography

BIBLIOGRAPHY

Books

Anderson, Paul S. Language Skills in Elementary Education. 2d ed. New York: Macmillan, Inc., 1972.

Anderson, Virgil A., and Newby, Hayes. Improving the Child's Speech. 2d ed. New York: Oxford University Press, 1978.

Arbuthnot, May Hill, and Sutherland, Zena. The Arbuthnot Anthology of Children's Literature. 4th ed. Glenview, Ill.: Scott, Foresman & Co., 1972.

Ashley, Rosalind M. Successful Techniques for Teaching Elementary Language Arts. West Nyack, N.Y.: Parker Publishing Co., 1970.

Baker, Augusta, and Greene, Ellin. Storytelling: Art and Technique. New York: R.R. Bowker Co., 1977.

Bauer, Caroline F. Handbook for Storytellers. Chicago: American Library Association, 1977.

Boyd, Gertrude A. Teaching Communication Skills in the Elementary School. New York: Van Nostrand Reinhold Co., 1970.

Braun, Carl, ed. Language, Reading, and the Communication Process. Newark, Del.: International Reading Association, 1971.

Burns, Paul C., and Broman, B.L. The Language Arts in Childhood Education. 3d ed. Chicago: Rand McNally College Publishing Co., 1975.

Carlson, Ruth K. Speaking Aids through the Grades. New York: Teachers College Press, 1975.

_____. Writing Aids through the Grades: One Hundred Eighty-Six Developmental Writing Activities. New York: Teachers College Press, 1970.

Chambers, Dewey W. The Language Arts: A Pragmatic Approach. Dubuque, Ia.: William O. Brown Co., Publishers, 1975.

Day, Robert, ed. Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12). Urbana, Ill.: National Council of Teachers of English, 1978.

De Stefano, Johanna S., and Fox, Sharon E. Language and the Language Arts. Boston: Little, Brown & Co., 1974.

De Wit, Dorothy. Children's Faces Looking Up: Program Building for the Storyteller. Chicago: American Library Association, 1979.

Duker, Sam, comp. Teaching Listening in the Elementary School: Readings. Metuchen, N.J.: The Scarecrow Press, 1971.

Forte, Imogene, and Pangle, M.A. Vocabulary Magic. Nashville, Tenn.: Incentive Publications, Inc., 1977.

Forte, Imogene, et al. Cornering Creative Writing: Learning Centers, Games, Activities, and Ideas for the Elementary Classroom. Nashville, Tenn.: Incentive Publications, Inc., 1974.

Furness, Edna L. Spelling for the Millions. New York: Thomas Nelson, Inc., 1977.

Gillespie, Margaret C., and Conner, John W. Creative Growth through Literature for Children and Adolescents. Columbus, O.: Charles E. Merrill Publishing Co., 1975.

Greene, Harry A., and Petty, Walter T. Developing Language Skills in the Elementary Schools. 4th ed. Boston: Allyn & Bacon, Inc., 1971.

Huck, Charlotte S. Children's Literature in the Elementary School. 3d ed. New York: Holt, Rinehart & Winston, 1976.

Kennedy, Larry D. Teaching the Elementary Language Arts. New York: Harper & Row Publishers, 1975.

Loban, Walter. Language Development: Kindergarten through Grade Twelve. Urbana, Ill.: National Council of Teachers of English, 1976.

Lundsteen, Sara W. Children Learn To Communicate: Language Arts through Creative Problem-Solving. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Moffett, James, and Wagner, Betty Jane. Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers. 2d ed. Atlanta: Houghton Mifflin, 1976.

Ruddell, Robert B. Reading-Language Instruction: Innovative Practices. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974.

Russell, David H., and Russell, Elizabeth F. Listening Aids through the Grades: Two Hundred Thirty-Two Listening Activities. 2d ed. New York: Teachers College Press, 1979.

Schulwitz, B.S. Teachers, Tangibles, Techniques. Newark, Del.: International Reading Association, 1975.

Sealey, Leonard, et al. Children's Writing: An Approach for the Primary Grades. Newark, Del.: International Reading Association, 1979.

Smith, Charlene W. The Listening Activity Book: Teaching Literal, Evaluative, and Critical Listening in the Elementary School. Belmont, Calif.: Fearon Publishers, 1975.

Smith, James A. Creative Teaching of the Language Arts in the Elementary School. 2d ed. Boston: Allyn & Bacon, Inc., 1973.

Stewig, John Warren. Read To Write: Using Children's Literature as a Springboard to Writing. New York: Hawthorn Books, Inc., 1975.

Whisnant, Charleen, and Hassett, Jo. Word Magic: How To Encourage Children To Write and Speak Creatively. Garden City, N.Y.: Doubleday & Co., 1974.

Wilkinson, Andrew. The Foundations of Language: Talking and Reading in Young Children. New York: Oxford University Press, 1971.

Pamphlets

Anastasiow, Nicholas. Oral Language: Expression of Thought. Newark, Del.: International Reading Association, 1979.

Bacon, Wallace A., et al. Oral Interpretation and the Teaching of Language Arts: Language Arts Monograph. Springfield, Ill.: State Board of Education, Illinois Office of Education, 1978.

Kaufman, Maurice. Perceptual and Language Readiness Programs: Critical Reviews. Newark, Del.: International Reading Association, 1973.

Klein, Marvin L. Talk in the Language Arts Classroom. Urbana, Ill.: National Council of Teachers of English, 1976.

Ritter, Ellen. Speech Communication Activities, K-12: Language Arts Monograph. Springfield, Ill.: State Board of Education, Illinois Office of Education, 1978.

Wexler, Lillian. Teacher Save My Writings. Washington: American Association of Elementary-Kindergarten-Nursery Educators (E/K/N/E), 1975.

White, Virginia L., et al. Books about Children's Books. Newark, Del.: International Reading Association, 1979.

TEACHER EVALUATION FORM

Curriculum Guide in Communication Arts
for the Elementary School, Grade Two

Teacher_____ School_____ Grade____

Please complete this evaluation form. Your comments and suggestions will be used in revising the curriculum guide.

Rate the following items:	Excellent	Good	Fair	Poor
Suitability of the format				
Adequacy of the scope and sequence of the objectives				
Usefulness of the teaching strategies				
Relevance of the suggested activities				
Appropriateness of the evaluation criteria				

Comments:

Please mail questionnaire to--

Mrs. Mattie C. Williams, Director
Bureau of Language Arts, Room 864
Department of Curriculum, Mail Run 84